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An investigation into the empowerment and suppression of voice in North-South higher education partnerships

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An investigation into the empowerment and suppression of voice in North- South higher education partnerships

Jean-Guy Robichaud

A thesis submitted for the degree of Doctor of Business
Administration
(Higher Education Management)

University of Bath
School of Management
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Candidate's signature...Jean-Guy Robichaud -



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Abstract

The development of higher education in the global South has been hailed as a solution to positively transform southern developing economies. Northern countries with developed economies have been partnering with the South for decades to assist in building higher education capacity and infrastructure. Tourism education is one area of focus for some of these partnerships, as the tourism industry has experienced exponential growth in the South, promising opportunities of employment and economic development. Research focusing on higher education partnerships highlights both the advantages of these partnerships such as capacity building and economic development, but also stresses the challenges which include continued dependency on the North. The literature speaks to the lack of research and critical analysis on North-South partnerships and the fact that partnership research in the African context is practically non-existent.

This study focusses on an international partnership between academic institutions, communities and NGO's from Canada, Ghana and Tanzania. This complex partnership provided an opportunity to examine its structure, the participants' perception of power and culture and their ability or willingness to express themselves within this partnership. The results of this study will help to advise future partnership practices and to support potential policy modifications to facilitate the voice of all partners, challenging the existing power structures, which are creating the existing imbalances in the relationships.

Chapter 1- Introduction

The world of academia has experienced some significant changes over the years with the increase in international activities involving cross-border collaborations, capacity-building projects with developing nations, and establishing campuses in the host country. For decades, globalization has provided opportunities for higher education partnerships between the global North and global South. This dynamic environment is transforming the foundation of higher education internationally, but what remains unchanged is the power held by privileged northern universities dictating northern-centric education policies and structures, which are influencing the creation of knowledge production globally. This powerful position thus provides the North with a stronger voice in the establishment and direction of development in higher education in the South.

Power and voice are two key terms used throughout this paper. Power in this study represents the ability to create or influence agenda, to provide or manage funds, and to make decisions that will influence partners or sway project outcomes. Voice within the context of this study speaks to the ability or the willingness of the participants to express themselves within the partnership and voice their agreement or disagreement on the power that is being exercised, intentionally or unintentionally, in the partnership, without fear of potential repercussion. This research paper will employ Dirlik's (1994) definition of North and South as "*not merely (...) concrete Geographic locations*" but as "*metaphorical*" locations, with the North that "*connotes the pathways of transnational capital, and South, the marginalized populations of the world, regardless of their location*" (p. 351). Therefore, the terms North and South do not refer to global location, but refer to the disparity of socio-economic conditions between nations.

Conflicting research is presented by academics on the benefits and outcomes of international partnerships between the North and South. The literature does demonstrate some of the benefits of international partnerships in the South, such as the Africa Centers of Excellence for Development Impact funded by the World Bank now entering its third phase. This funded project has created 15 centers of excellence in over a dozen African countries aiming "*to improve the quality, quantity and development impact of postgraduate education in selected universities through regional specialization and collaboration*" (World Bank 2018, p.1, para. 2). These centers also have the ability to further increase southern

collaborations within Africa and build capacity in the higher educational institutions (Koehn and Obamba 2014). The literature also presents some of the potential negative aspects or outcomes of international partnerships, such as the dominance of the North, with their funding capabilities. The literature states that higher education partnerships tend to benefit the North, which extracts what is required from the South to further northern institutional research and financial goals (Stier 2004; Tedrow and Mabokela 2007). The North, which includes funding agencies, institutions, NGO's and academics, often dictates the partnership conditions and, therefore, has the responsibility to ensure that partnership practices do not further entrench past colonial practices (Appadurai 2000). It may be difficult to separate the influence of these practices, considering the North continues to provide most of the funds for collaborations with the South, thereby positioning the North in a position of power.

The North has had ulterior motives for promoting higher education in the South. Considering the history of higher education in the South, colonial governments used these institutions as a means of assimilation, forcing dependency on the North and influencing the perceptions of the South's necessities and priorities', ultimately impacting and at times suppressing its voice (Stier 2004; Tedrow and Mabokela 2007). Today, the development of higher education is being promoted in the South, without nefarious intentions, but with hope and promise of a better future through the development of education (Naidoo 2007). In a post-colonial era, universities in the South have been identified as facilitators of voice for the South with the potential to challenge the dominance of the North in research and knowledge production (Crossley et al. 2005; Landau 2012). The continuous development of higher education in the South will increase human resource capacity, research capacity, the establishment of centers of excellence, and academic networks potentially rivalling the North (Morfit 2009; Naidoo 2011).

The literature speaks to best practices in North-South higher education partnerships but also presents an abundance of discussion on the challenges faced by the partners in these intricate and sometimes complex relationships. Some of these challenges are often linked to the imbalances in the partnership which do not only include the lack of resources in the South, but also the disparities in expertise, differences in communication styles, and societal structures (Hauck 2000; Samoff and Carrol 2004; Crossley 2009). Universities participate in international partnerships to remain competitive in today's global market, which creates a shift in operations, and impacts on the role of faculty. Institutional and faculty motivations to

participate in international activities ranging from capacity-building, knowledge-building and helping northern institutions to meet their financial bottom lines (Angeles and Boothroyd 2003; Bolton and Nie 2010; Friesen 2013; Ilieva et al. 2014).

The asymmetrical nature of North-South higher education partnerships is often linked to the inequality of resources, but less research has been conducted on the perception of power in the relationship and the extent to which this influences the partners' ability, in low income countries, to freely express themselves in authentic ways (Bradley 2007; Obamba and Mwema 2009). To address this lack of research, I have chosen the following as my central research question for this study: What are the factors that influence voice in higher education partnerships between the global North and the global South? To answer this question, existing literature on several related topics to this case study was reviewed, including the contributions of higher education and tourism education to the development of Africa, higher education partnerships between the North and South, and the elements of voice and power. These topics helped to inform the formulation of the interview questions to gain in-depth insight into a partnership, between multiple institutions, NGO's and communities in Ghana, Tanzania and Canada. This study examines if the partnership structure, and the participants' perception of power and culture in the Protected Areas and Poverty Reduction Canada-Africa Research and Learning Alliance (PAPR), enabled participants to express themselves within this partnership.

The northern position of privilege makes it difficult to build an equal or equitable partnership between institutions from the North and South considering the disparity in resources and expertise. It is essential to continue and further the research on higher education partnerships between the North and South, as these activities often take place in the South and involve some of the world's most vulnerable populations. The results of this study will help inform future partnership practices and recommend potential policy modifications to facilitate the voice of all partners, challenging the perception of power and altering the existing imbalances in the relationships.

1.1 Motivation for research

My past and current involvement in international partnerships motivated me to research this topic further. My interest in this topic started when I was working at my former college as a faculty member and was asked to assume the role of program liaison/coordinator with our partner institution, a foreign-owned third party company delivering our hospitality management programs to international students at another campus. It was my responsibility to offer support to the partner institution, ensuring quality of education and to confirm that the facilities were appropriate to deliver a program that required both theoretical and practical applications. In the third year of the partnership, the partner institution was not delivering the program to the required standard as it did not build or secure a practical training facility for students. As I raised this concern with management at that time, they did not seem to be concerned and I was simply reminded of the financial contributions of this partnership to our institution at a time when government provincial cuts were being made to higher education. I eventually transitioned to a university setting in another province and had recently started my doctoral journey. Within the first six months at the university, I was approached by colleagues to participate in an international development project located in Tanzania. This international activity would be very different from my former experience as it would require us to assist another higher education institution, in another country, in building a hospitality and tourism curriculum. I was somewhat sceptical and apprehensive about participating, but I was interested in this project as it was significantly different from my previous experience. This international collaboration was taking place during my doctoral research and even though I did not choose it as my case study for my research, it certainly assisted and benefited me during my doctoral studies.

For my doctoral focus, I selected a completed multi-faceted partnership involving multiple higher education institutions, NGO's and community partners as my case study for this research, as it would provide ample rich data provided by interviews with participants and project documents. My continued collaboration in international projects, combined with my previous experiences, inspired my choice of topic for my dissertation, and my aim of contributing to the improvement of applied practices in higher education partnerships.

In one of my interviews, a participant asked me why I had chosen this topic and what I was hoping to achieve. I said that I was *“hoping that the results of my thesis would help to create a more balanced power between the South and the North.”* She candidly responded,

“You are as naïve as we were!”, speaking from her years of experience working in capacity-building projects in the South. Her response surprised me, but also made me reflect on my motivations for this research and what I was truly hoping to achieve. It would be naïve to believe that this research will solve all the issues involving international partnerships, but I have endeavoured to produce results that might facilitate a better understanding of the challenges faced by partners involved in these intricate cross-border relationships. I hope that the outcomes of my research will also offer some solutions to facilitate the improvement of international partnership processes.

1.2 Research questions

The purpose of this research is thus to gain a better understanding of the influence of various forms of power on the facilitation of voice in capacity-building partnerships involving higher education institutions from the global North and South. In designing my research, I deployed a case study approach using a single case study, in which I drew on institutional documents and interviews with northern and southern participants from the Protected Areas and Poverty Reduction Canada-Africa Research and Learning Alliance (PAPR). The PAPR project was an international partnership involving universities and community partners from Canada, Ghana and Tanzania. Partners included higher education institutions, non-governmental organizations and government agencies from all three countries. This was an ideal partnership for this research as this partnership included three different countries and distinctive cultures, therefore one could not assume that power was exercised, recognized or respected similarly in all three cultures. The benefit of the global position of these three countries also provided an insight into the global North interacting with two different countries from the global South with different cultures and expectations from the partnership. It will be important to note how the perception of power between the different cultures influenced the ability of the various partners to voice their needs and concerns in their relationships within an international partnership.

As previously mentioned, my research question examines the factors that influence voice in higher education partnerships between the global North and the global South. The following questions were considered when preparing for the interviews. Can a participant’s perception of power possibly influence and impact voice within a partnership? Were there any impacts to the partnership due to cultural differences in power, hierarchy, and agency on

the facilitation of voice within and among partners? Participants were questioned on their perceptions of their respective cultures and how that influenced their relationships, their interactions, and ability to express themselves or be heard within the partnership. Would this impact be minimized if partners were informed, trained or educated on local knowledge and customs of the various partners? Participants were asked if they had received any training for this partnership; if so, what the training had been and whether it had been helpful. Participants were also questioned about the administrative structures in the partnership and how they perceived their impact on their voice within the partnership. It is important to note how these structures might have influenced their perception of power and impacted their voice. The last question would ask participants what they believe would help facilitate voice in future partnerships. This information would be interesting to collect, analyze and compare with best practices presented in the literature, and would assist this research in identifying potential gaps based on participants' personal experiences. All these questions would assist in answering the central research question and help meet the goals of this research in providing insight into improving partnership practices and policy modifications to facilitate the voice of all partners in international partnerships between the North and South.

1.3 Research context

A case study of an international partnership among multiple academic institutions, community partners and NGO's was selected for this study. This higher education partnership was to build research capacity in higher education institutions by providing fully-funded PhD and post-doctoral research opportunities addressing poverty alleviation for communities living adjacent to national parks. The Protected Areas and Poverty Reduction Canada-Africa Research and Learning Alliance (PAPR) project was to "*address the challenges of reducing rural poverty and ensuring environmental sustainability through a focus on protected areas and adjacent communities*" (Murray 2008, p. 12). In the case of the PAPR project, it involved three countries with significantly different cultures, with varied past colonial histories, hierarchal societies and first languages. Adding to the complexity of this sizable research project, the partnership involved seven institutions with diverse mandates and priorities.

The partnership structure, as defined in the project documents (Murray 2008), stated that the Alliance would be housed at Vancouver Island University (VIU) in Canada. VIU, the

lead institution of the partnership, does not offer a PhD program and therefore partnered and worked closely with the University of Victoria (UVic). The students would all be registered at the University of Victoria and would be completing their courses in the city of Victoria, in British Columbia, Canada. Three northern academics shared responsibility for project coordination and a southern academic at Sunyani Polytechnic in Ghana was listed as a co-director. The project documents present an unequal representation of people who hold leadership roles, but the documents also stipulate that the project will be an equal partnership between the North and South in terms of project management and execution

1.4 Thesis outline

Chapter 2 will present a comprehensive literature review covering several relevant topics to this study. The review will begin with an examination of the contributions of higher education to development in Africa and then examine the contribution of tourism and tourism education to development. Next, higher education partnerships between the North and South highlighting the opportunities, challenges and proposed solutions will be discussed. The key terms of voice and power in international higher education partnerships will also be explored in the literature as they represent important themes in the research questions of this study. Steven Lukes' third dimension of power was explored and used in the analysis of this research (Lukes 2005). Chapter 2 concludes by identifying seven concepts from the literature that are influencers of power and voice in higher education international partnerships. These concepts include colonialism, setting of agendas, language, cultural make-up, policy making, knowledge and equality. These concepts which identify with the gaps in the literature, were integrated into the research questions and applied to this case study.

Chapter 3 presents the methodology and methods used in this study. A case study approach was selected on one single partnership due to the size and scope of this higher education partnership. Chapter 4 provides a summary of the key findings and describes the perceptions of the participants in the PAPR project. The responses are divided into northern and southern participant categories to identify similarities or differences in their perceptions. Chapter 5, the Discussions chapter, will interpret key findings of the case study and link them to the literature including contributions to the identified gaps listed in chapter 2. This thesis will conclude with chapter 6, and will include a review of the contribution this study makes

to the literature and will offer some recommendations to improve international higher education partnership policies and practices. Recommendations for future research will also be included as it would be interesting to replicate this research with other international partnerships.

Lastly, I will offer final thoughts and reflections about my experience in this research journey, which has provided a lens to observe the significant and, at times, intimate lived experiences of many people from different parts of the world.

Chapter 2 - Literature Review

As indicated in the introduction, my research question focuses on the influence of various forms of power on the facilitation of voice in capacity-building partnerships involving higher education institutions from the global North and South. When entering a partnership, participants' understanding of the requirements and expectations of a partnership are often quite different from the reality they will face during the life cycle of the partnership, as these relationships are rarely uncomplicated (Hauck 2000; Obamba and Mwema 2009). Cooperation in partnerships tends to be dynamic, and at times, complicated, due to the structures of power, involving control over resources which can "*intensify where that cooperation involves entities from the North and of those in the South*" (Gaillard 1994; Hauck 2000; Obamba and Mwema 2009, p. 349).

Lived experiences of participants can contribute valuable information in qualitative research. In the early 1980s, there was "a renewed interest in life stories" to explore the narrative of lived experiences as it has become interesting to learn what it "can tell us about how people themselves, as experiencing subjects," understand their realities (Eastmond et al. 2007, p. 248-249). Lived experiences can be defined as "the ability to make interpretive sense of the phenomena of the lifeworld in order to see the pedagogic significance of situations and relations of living" with others (Van Manen 1990, p. 2). A participant's individual experiences can be uncovered during an interview, which can be used to develop trust with the interviewee through the sharing of stories and uncovering the true meaning of an experience (Van Manen 1990). One must also consider that "stories cannot be seen as simply reflecting life as lived, but should be seen as creative constructions or interpretations of the past, generated in specific contexts of the present" (Eastmond et al. 2007, p250). Accordingly, facilitating the opportunity for participants to examine and consider their past lived experiences can "reveal[] the underlying structure that emerges across experiences, while honoring individual stories" (Burnette et al. 2011, p. 280). Applying this approach will assist in revealing critical evidence from the lived experiences of the participants in this case study.

As previously mentioned, the term partnership often refers to a notion of an equal relationship among the stakeholders. In this chapter, I present a review of the literature to explore key themes related to my research question. In the first part of my literature review I

will present the contributions of higher education to development in Africa and then discuss the contribution of tourism and tourism education to development. Next, I will discuss higher education partnerships between the North and South highlighting the opportunities, challenges and proposed solutions.

In the second part of my literature review, I will define voice and identify specific gaps in the literature including a lack of in-depth empirical studies of the ‘voice’ of the southern partners. This part will also define power and present Steven Luke’s power framework. Finally, I identify key concepts from the literature review to help frame my questionnaire in the data collection process.

Part One

2.1 The Contributions of Higher Education to Development in Africa

Higher education in Africa, contrary to past ideologies, is now being heralded as part of the solution to positively transform the economy for many African countries. Internationalization in the higher education system in Africa is rationalized as an opportunity to build human resource capacity, fostering enrichment of academic quality, and research and knowledge production with a target of reducing the disproportion of wealth between the North and South (Naidoo 2007; Oyewole 2009). In 2000, UN Secretary General Kofi Annan said he strongly believed in the role of higher education in the overall capacity development of Africa and this was made evident in his acceptance speech when receiving an honorary degree from the University of Ghana in 2000 (Bloom et al. 2006, p. 2). Secretary General Kofi Annan stated that universities are required to build African expertise to address challenges that are unique to the African context and “*serve as a model environment for the practice of good governance, conflict resolution and respect for human rights, and enable African academics to play an active part in the global community of scholars*” (United Nations Information Service 2000, para 12).

African countries are experiencing unprecedented population growth which will require major investment in education and human resources development, to secure an economically stable future for the continent. In 2006, 14% of the world’s population resided in Africa but was producing only 2% of the world’s gross domestic product (GDP) and there is hope to increase the GDP through the development of human resource capacity (Ayoo

2009). Developing the human resource capacity in Africa is of vital importance as a UN report predicts that the world population will reach 9.8 billion by the year 2050 and it is estimated that over half of that expected growth is likely to occur in Africa (Adegoke 2017, para 4). With such growth in the population on the continent, higher education will play a crucial role in the development of the economies in African countries.

Academics, over the years, have supported the development of higher education in developing nations through advocacy and research. Naidoo (2007) believes that the transformation to a knowledge-based economy could provide what is necessary to “*materially poor (...) countries*” to become “*information rich*” and to compete at a global level (p. 2). Nations that are “*aware and knowledgeable, (...) may eventually demand a redistribution of resources and welfare as well as [enabling their] people to establish a satisfactory level of life quality*” (Stier 2004, p. 89). Academics do believe that higher education enables nations to create democratic societies and “*among other things, (...) ‘foster’ citizens that adhere to an emancipatory outlook on the world*” (Stier 2004, p.88). Faculty roles in universities have changed in the last few decades as their responsibilities have increased above and beyond completing research and teaching a few classes (Friesen 2013). Faculty responsibilities now include participating in team-based cross-disciplinary academic activities, which frequently involve international partnerships (Friesen 2013). Through these international partnerships, academics have the ability to complete their research and create an impact by becoming higher education advocates. Friesen indicates that “*the academic profession is changing substantially in a globalized world...as a proactive way to make sense of the many ways that academia is changing in the global knowledge based economy*” (2013, p. 212). Academics continue to play a vital role in the development of higher education development, therefore, through research and capacity-building international partnerships.

Research also highlights divergent views between faculty and their institutions on international collaborations in higher education development in the South. Friesen’s research found that different motivations between faculty and institutional priorities have created divergences in the internationalization process but have not fully discouraged or disengaged faculty members (Friesen 2013). Priorities such as financial benefits and personal benefits of the internationalization process are often the topic of much heated discourse in institutions (Bolton and Nie 2010; Friesen 2013; Ilieva et al. 2014). These conflicting differences in philosophies and intentions stressed in the literature can potentially continue to create a

divide between academics and administrators or between northern and southern partners. In their research, Tedrow and Mabokela (2007) emphasize that “*globalization benefits richer resourced countries rather than less developed countries*” and that this is potentially happening due to the “*limited access to higher education*”, which, as a result “*sustains social inequality in the world, both within countries and between countries*” (p. 164). Globalization continues to favour the richer resourced countries as “*the bulk of “know how” and necessary resources for scientific innovations are still located in a limited number of the world’s countries*” which tend to be in the global North (Stier 2004, p.88). These statements indicate the importance of being critical when reviewing and assessing international opportunities between the North and South. It is essential that international collaborations positively contribute to the higher education environment in Africa through capacity-building initiatives. These initiatives will bolster southern research and knowledge production and will provide the South with the ability to compete on the global stage.

2.2 The Contribution of Tourism and Tourism Education to Development

This section will present the significance of the tourism industry in Africa as this research will critically examine a capacity-building project involving tourism education and an industry-related North-South partnership. In the last 40 years, Africa has seen extraordinary growth in the tourism industry and tourism, on a global scale, remains one of the fastest growing industries valued at \$1.2 trillion (Fayissa et al. 2008; Muchapondwa 2013; Zibanai 2014). The number of Africa’s 2016 tourist arrivals increased by 8 %, adding four million arrivals, to reach 58 million visits, with Sub-Saharan Africa in the lead with a predicted growth of 5 to 6 %. (UNWTO 2017). To accommodate such growth and to capitalize on this economic opportunity, African countries will need to focus not only on developing their tourism infrastructure, but also on investing in their human resource capacities.

Tourism education, ranging from front-line training to executive management education, will be required as the industry continues to flourish and the demand for human resources increases. Training and education in hospitality and tourism have become a priority in several African countries as the tourism industry offers plenty of opportunities for both skilled and unskilled workers with a forecasted growth of this sector in Africa (Dube 2016). In many developing countries, the tourism industry is the principle export and provides key

foreign exchange income for the locals (Zibanai 2014; Muchapondwa 2013). To improve the economic expansion and performance in the tourism industry in Africa, investments are necessary in physical and human capital, which will improve their short and long term economic development by tactically strengthening their hospitality and tourism industries (Fayissa et al. 2008). Without such investment in their human capital, the tourism industry in Africa will not be able to provide the necessary quality services to sustain the growth in tourism.

Tanzania's tourism industry has experienced some unprecedented growth compared to some of its neighboring countries. Tanzania, one of the countries in this research, has experienced a tourism sector growth "*at an average annual rate of 12%*", contributing up to 18% to the GDP and representing 10.9% of the country's total employment (Anderson 2015, p. 1). The tourism sector in Tanzania is in a good position to see continual increased growth in the future if the sector is properly supported by effective policies, a well-educated and trained tourism workforce with some increased investments in targeted areas. In the "*Development Vision 2025, Tanzania has declared its aspiration of becoming a middle income country characterized by (...) a well-educated and learning society*" (Anderson 2015, p. 1). This report indicates the requirements "*to achieve sustainable economic growth, using tourism*" with a well-trained workforce offering quality products and services. (Anderson 2015, p. 2). A lack of planning and investment in human resources development will result in a shortage of a skilled labour force in the tourism sector and could negatively impact growth opportunities. To become a successful destination, Tanzania needs to improve its "*human resources, especially upgrading the educational system*" as underlined in the Travel and Tourism Competitiveness Report (Anderson 2015, p. 2). The World Economic Forum of 2013 also highlighted that Tanzania, which ranks "*4th in terms of natural resources endowment, ranks 116th in human resources base globally*" (Anderson 2015, p. 2). Tanzania and other African countries will need to continue to invest in higher education infrastructure, their faculty and research abilities to further develop their human resource capabilities, to fulfill industry demands and sustain the tourism industry's growth.

2.3 Higher Education Partnerships Between the North and South: Opportunities, Challenges and Proposed Solutions

Higher education institutions have increased their activities globally through international partnerships to expand their research and scholarly capacities. The release of the World Bank policy report in 2002, and recent studies, demonstrate the need for a higher education system in developing nations, and substantial investments have been made by the North in financing partnerships to conduct research and capacity-building with development mandates (Koehn 2012a). Participating in international partnerships also gives an opportunity for institutions to access project funds which can provide equipment, materials, travel opportunities and money to meet the financial needs of institutions.

2.3.1 Opportunities

Higher education partnerships can represent a mutually beneficial relationship that is formed between institutions with complimentary expertise to further develop or enhance their research capacities and outputs, and potentially contribute to the institutional financial outcomes. Kinser and Green define partnership “*as cooperative agreements between a higher education institution and another distinct organization to coordinate activities, share resources, or divide responsibilities related to a specific project or goal*” (2009, p. 4). The partnership also requires the involved entities to embody an attitude of collaboration and to agree on establishing common goals and targets, while considering the interests of all stakeholders (Gaillard 1994; Brinkerhoff 2002; Kinser and Green 2009). Higher education partnerships take many different forms: some of the most common forms include programs delivered abroad, programs delivered online, and financial aid programs which help to build capacity from a local perspective (Grant 2016). A variety of benefits and opportunities can be derived with such a diversity of partnerships between institutions and countries contributing to economic growth. Partnerships, agreements and collaborations with foreign institutions have been identified by many universities as key to developing human resource capacity to increase GDP in the South (Oyewole 2009). Higher education partnerships can take several different forms, offering a variety of opportunities from development to funding, to meet the various needs of partners, local institutions and communities.

International higher education partnerships present many different and unique opportunities for academics but the success of these partnerships is often heavily dependent

on faculty participation. In her comprehensive research, Bradley (2007) identified three structures in which *“North-South partnerships are organized: partnerships between individual researchers, or research teams, to undertake specific academic tasks; capacity-building partnerships without a significant direct research component; and North South formal or informal research networks”* (p. 1). Faculty play a crucial role in higher education international partnerships and yet there is very little research done, and work published, that reflects on the role of the faculty members and the challenges they may face. Also, to be explored, are the experiences of faculty that have participated in international partnerships to better understand their motivations to engage in these collaborations and the possible challenges that they face (Eddy 2010). Research does indicate that the relationship within partnerships can greatly improve if it is initiated on a strong common foundation and if all stakeholders involved can benefit from the relationship (Gaillard 1994; Bradley 2007; Holm and Malete 2010). This highlights the importance of choosing true partners. These significant statements, concerning the vital and valuable participation of academics in these partnerships, reinforce the need for further study and research on the impact of faculty contributions.

When entering partnerships with developing nations of the South, the moral and ethical responsibilities of the northern institutions do not only fall on the shoulders of academics. In his work, Appadurai (2000) highlights the important role which academics and academia should play in creating a more balanced environment for discourse between the North and South. Appadurai speaks to the responsibility of the *“privileged institutions”* of the North who *“speak for the poor, the vulnerable, the dispossessed, and the marginalized in the international fora”* to build a *“new architecture for producing and sharing knowledge about globalization”* (2000, p.18). Research recommends that the important role of higher education institutions should involve individual faculty or teams of faculty members in capacity-building enterprises and initiatives, often with the assistance of various local community organizations, in improving or bettering poor, developing areas (Bradley 2007; Zeng and Ryan 2012). This highlights the responsibility of academics from the North, involved in North-South partnerships, and emphasizes the potential positive impacts of their interactions with southern partners. This is further supported by Crossley and Holmes (2001), who state that capacity-building by academics *“will contribute to national development by addressing the knowledge gap between North and South, and enabling more symmetrical North-South partnerships”* (p. 402). Altbach and Knight (2007) found in their research that traditional nonprofit higher education institutions’ main motivations for internationalization

was not for financial gain, but rather, they “*wished to enhance research and knowledge capacity and to increase cultural understanding as well as enhance curricula, competitiveness, prestige and strategic alliances*” (p. 293). Advocates of capacity-building, creators of knowledge and supporters of equitable relationships are examples of valuable opportunities and potential contributions by academics involved in North and South partnerships.

Over the years, the basis and foundation of partnership agreements and the collaborations’ approaches between the North and South have significantly changed. Originally the relationship that existed between the North and the South was based on “*philanthropy, combining charity and social responsibility-at its crudest, the “white man’s burden”*” (Samoff and Carrol 2004, p. 113). It is important to be reminded that in the literature, the North and South do not only represent geographic locations but also denote the wealth of the funding countries involved in these partnerships and “*the marginalized populations*” who are at the receiving end of the partnership “*which is where postcoloniality comes in*” (Dirlik 1994, p. 351). In times when “*third world leaders [are] assert[ing] their sovereignty in the postcolonial world*”, partnership has replaced the term philanthropy in representing relationships between the North and South, in order to stay clear of the concept of the relationship being based on aid, to a relationship based on development and capacity-building (Samoff and Carrol 2004, p. 113). Resources, including money, equipment, materials, as well as access to “*soft resources like managerial and technical skills, information, contacts, and credibility with any specialized area*” represent the focus of the majority of higher education partnerships (Brinkerhoff 2002, p. 47). This is a significant shift in the foundation of the relationships between partners of institutions of developed and developing economies, thereby creating new and different opportunities.

2.3.2 Identified challenges in higher education partnerships

Defining the term partnership and partnership policies and processes, an unequal division of work between partners, and the realities of these complex relationships, are but a few identified challenges experienced by northern and southern participants in international higher education partnerships.

In trying to define the term partnership, some authors share a pragmatic view on international partnerships between the North and South. Brinkerhoff explains that with lofty definitions of partnerships there exist obvious challenges; *“they may never be fully operational, they may never be universally appropriate and their justification is subjective”* (2002, p. 14). In question is the term ‘partnership’ and if it can be correctly used considering the apparent inequalities that exist between the North and the South as well as the *“pervading self-interest of [the] stakeholders”* involved (Hauck 2000, p. 4). Others believe that *“the notion of partnership is itself an elusive target”* (Samoff and Carrol 2004, p. 71). It is evident, therefore, that some academics remain fairly cynical in regards to international partnership. This reality should not discourage stakeholders involved in international partnerships between the North and South to endeavour to achieve a perfect relationship, but informs those involved to *“use of more pragmatic and adaptive relationships to meet diverse needs and circumstances”* (Hauck 2000, p. 4). These challenges, listed by these authors, highlight the lack of confidence by some academics in international partnerships, and reinforce the significance and the value of continued research in this field.

Higher education international partnership policies and processes are often debated, analyzed and criticized by academics. Since the mid-seventies researchers have claimed that collaborative research frameworks were usually insufficient and indicated the need to create long-term partnerships with various sources of funding that would produce research focusing on policy (Bradley 2007). Funding agencies, which include the Canadian International Development Agency (CIDA), the International Development Research Council (IDRC), the United States Agency for International Development-Higher Education Development Program (USAID-HED) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), prescribe the requirements and conditions of the partnership by creating and implementing policies and procedures that continuously reinforce the *“north-south dichotomies they seek to overcome”* (Angeles and Boothroyd 2003; Morfit 2009; Landau 2012, p.556). Capacity-building is often related to sustainable development in most international partnerships, and it is argued that *“it cannot be obtained if the message of sustainability itself has to come from foreign aid”* (Fukuda-Parr et al. 2002, p. 73). To improve the current state of international partnerships, these critical assessments by researchers need to be considered in future research on such collaborations.

International partnerships have been heavily influenced by the North, imposing their processes and practices on the South. Even with the available research on best practices on the topic of partnerships, “*most of the education partnerships undertaken posited a one-way flow of development knowledge which reflects the dominance of western models of development*” (Oliphant 2013, p. 2). Arrogance of certain universities has been acknowledged in past partnerships, believing “*they know what curriculum is best for universities in the developing world*” and “*that visiting academics think a top down approach is the most effective way to get things done at universities in developing countries*” (Holm and Malete 2010, para 6 & 8). Some projects have experienced “*insensitive donor representatives develop[ing] a patronizing attitude towards their counterparts and exploit[ing] the generally less favorable psychological and material condition of the latter for speedy project execution or, worse, in the interest of a personal career*” (Fukuda-Parr et al. 2002, p. 75). These challenges identify the significance and impact of poorly implemented partnership practices and processes on development and capacity building initiatives in the South.

There seems to be little change or improvement over the years in partnership policies and processes regardless of the research and best practices proposed in the literature. Bradley (2007) identified collaborative research trends mentioned in an International Social Science Journal in 1975, which recognized that contemporary approaches to collaboration work at that time was insufficient and occasionally counterproductive. The article identifies four lines of action to enhance development research and training activities, which reflect previously discussed themes, such as capacity-building, by supporting southern research and training institutions, donor policy reforms, long-term and diversified funding and improving collaborative practices (Bradley 2007). Bernard (1986) echoes Bradley’s observations in her paper and emphasizes the importance of collaboration and benefitting from the partnership, so that it is relevant to all respective partners and their national settings. Interestingly and disappointingly, “*these identified action items are still being identified 40 years later in today’s literature concerning improvements to partnerships*” (Bradley 2007, p. 8). These statements indicate that practitioners involved in international higher education partnerships continue to rely on irrelevant past practices and perpetuating past challenges.

Funding and the length of the partnership remains the most contentious topics regarding policy and process in international partnership. It has been proven to be unproductive and at times unsuccessful, for a university, whose primary role is in knowledge

production, to be contained and restricted by funding organizations, which impose strict processes and procedures for the partnership activities (Whyte and Whyte 2015). A successful model would require a more collaborative approach, which includes local knowledge in a capacity-building project in higher education in Africa embedded in a long-term relationship (Adriansen et al. 2015). The nature of these partnerships often contradicts the required results, such as *“the pressure placed on donors to demonstrate quick results and the notion of partnership as supporting long-term capacity development process”* (Hauck 2000, p. 5; Koehn and Uitto 2017). This is caused by the funding partner who continues to use an outdated project partnership management process and is less concerned with the potential positive outcomes to be gained in a longer term partnership (Hauck 2000). The literature supports radical changes in funding models and processes to facilitate building long-term relationships between partners without restrictions of time.

Funding is often mentioned in the literature as a fundamental challenge in partnership processes. International partnerships involving two or more institutions will rarely have an egalitarian experience where all resources, interests and objectives are concerned, but negative impacts could be minimized through a collaborative approach (Obamba and Mwema 2009; Swiss Academy of Sciences 2012). Some question how a *“partnership [can] work when one party is highly indebted and dependent on debt relief from the other partner”* where there exists a large disparity between the resources provided between partners (Hauck 2000; Obamba and Mwema 2009, p. 360). These authors question *“whether north-south partnerships should remain the dominant model for funding”* and suggest that a mechanism is lacking to evaluate the influence and the power of international partnerships (Obamba and Mwema 2009, p.354). The sourcing and management of funding for projects will continue to create challenges for the relationships within the partnership. Funding models present an interesting topic for future research.

To conform to policies and processes established by the North, the South often adapt their educational policies to better suit the funding requirements of financial aid organizations. The focus on funding requirements have influenced higher education institutions to become *“object[s] for economic goals rather than an institution that fosters societal growth and educational development for individual students”* (Tedrow and Mabokela 2007, p. 165). These policies are often written using an egalitarian rhetoric, but *“they essentially reproduce western values needed for economic growth with little consideration*

for local concerns and culture” (Tedrow and Mabokela 2007, p. 165). These attitudes are still present in North-South partnerships, intentional or not, as the North continues to supply and control the funding, influences or dictates the agenda, and imposes North-centric policies and procedures (Hauck 2000; Jowi 2009; Varpalotai et al. 2012). The unequal distribution of work between partners in an international partnership is another reality faced by the South, which is heavily influenced by established processes. The imbalanced division of the work is a common occurrence in partnerships with the partner from the South responsible for the execution of the work and tasks and the partner from the North taking ownership of the planning, budgeting, and distribution of the results (Gaillard 1994). Partners from the North should avoid the temptation of their rather dominant position when establishing mission agendas, goals and plans, and should prevent simply using and transferring established methods and programming to the partner in the South (Crossley and Holmes 2001). Therefore, potential quandaries in North-South partnerships need to be addressed in order to prevent “*new forms of dependency, perpetuating existing imbalanced power relations*” (Crossley and Holmes 2001, p. 400). If the southern institutions continue to conform and adapt their needs to the northern policies and funding requirements, then it will be difficult for the true needs of the South to be represented and met through these partnership opportunities. It will also be difficult for the southern partners to truly assume the role of an equal partner if there continues to be an imbalance in tasks and work.

Uncovering the true intentions of the North in these international partnerships can be a controversial topic for research. One example was provided by the former president of Dalhousie University who stated that some universities apply for projects mostly for the funding received from these various agencies to help lighten some of the financial load of the university rather than use it for academic purposes (Angeles and Boothroyd 2003). A paper commissioned by the Million+ University group stated that “[t]he most prevalent rationale for international activity within the Universities is a financial (and in some cases economic) rationale which contains three main elements – generating additional income, ensuring academic sustainability and maintaining institutional competitiveness” (Woodfield et al. 2009, p. 24). This article also affirmed that there “*appears to be a lack of coherence between government departments and their policies with regard to international agenda and the institutional perspective*” (Woodfield et al. 2009, p. 64). These statements raise questions and would suggest further investigation into the intents of the northern higher education institutions in these international partnerships.

The length of time assigned by funders for international partnerships is often discussed among academics, as many believe this will impact on capacity-building objectives and the quantity and quality of research and knowledge produced. The African continent produces and disseminates only one percent of the world research and “*this paltry output has more than 70% of it supported by external research grants*” therefore the African higher education system continues to suffer from a lack of an expressive identity (Jowi 2009, p. 273). Northern partners with tight schedules, pre-determined objectives and short in-country visits, do not facilitate the opportunity for the southern partners’ voices to be heard, which will impact the development of human resource capacity-building efforts (Crossley and Holmes 2001). Short in-country visits also make it difficult to gain trust and spend time with partners socially, getting to know them personally their interests and their ambitions, and actively listening to their voice to build longer term relationships (Koehn and Obamba 2014, p. 109). Due to some of these identified challenges with northern partners and funders, this has created an environment and opportunity for the development of South-South collaborations. There has been an increase in South-South partnerships due to the complex and at times challenging partnerships between the North and South (Obamba and Mwema 2009). Short term projects and funding are common practices in North and South partnerships but, as a consequence, limit opportunities for facilitation of voice between American and African universities (Samoff and Carrol 2004; Koehn 2012a). It is acknowledged that the length of time of partnerships should not be the only focus, as it may prevent partners from focusing on other elements of the partnership, that may cause challenges in the relationship. American participants in Grant’s (2016) study indicate that the length of the partnership does not guarantee success and could be an indication of an unhealthy dependency. Literature does show that many of the identified challenges could be overcome and that mutually beneficial outcomes can be met if partnerships are properly and respectfully forged (Grant 2016, p. 45). Therefore, focusing on relationship-building, and not the length of time of the partnership, should yield better partnership result. These statements further highlight and confirm some of the common challenges faced in international partnerships, and as previously mentioned, further research is required to make effective policy recommendations.

The literature speaks to the lack of critical research on past international partnerships. Scarcity of partnership analysis have been identified in the literature and it is even stated that

“many professionals involved in north-south development research projects lament the lack of studies on these partnerships to support critical reflection and the refining of approaches to collaboration” (Bradley 2007, p. 4). Obamba and Mwema agree with Bradley and highlight that *“despite Africa being the greatest beneficiary or victim of much of the international collaborative efforts,”* research on partnerships *“remain largely nonexistent in the African context”* (2009, p. 353). There is, therefore, an opportunity for researchers to conduct research on partnership agreements to improve the current lived experience of stakeholders and fulfill the existing gap in literature.

2.3.3 Potential solutions to higher education partnerships

Potential solutions and recommendations for funding agencies and academics involved in international partnerships can be found in the literature. Recommendations include building relationships and a deeper understanding of the partner’s needs, the length of partnership required and collaboratively building partnership agendas. Partnership and collaboration are two fairly common words in international capacity and development discourse, and they imply a certain degree of equality, requiring mutual trust, common vision and benefits for all stakeholders involved (Crossley 2009; Obamba and Mwema 2009). The ability to convert intentions and objectives into effective practices is somewhat more difficult than participants often grasp as partnerships between the North and South include many inequalities in power, experience, expertise and resources (Crossley 2009, p. 13).

It is agreed that one resolution or one framework or a one size fits all solution to the challenges faced by development aid, in the form of university development in the South, is not sufficient (Wanni 2010; Whyte and Whyte 2015). It is important to dig and garner a deeper understanding of the socio- and economic realities of the partner, in order to address the gap between institutions and academics from the North and South to create a sustainable partnership (Adriansen et al. 2015). It is important to identify and recognize the challenges that exist in projects that involve several partners, and to underline the need for goodwill and diplomacy, which will encourage members of the various teams involved in the partnership to focus and work on attainable goals, grounded on realistic timelines (Adriansen et al. 2015). Harle supports the above-mentioned authors and cautions that *“while external support is valuable and international collaboration vital, African universities need to be able to define and pursue their own ambitions: access to foreign funding, and an increasing involvement in*

the network of international scholarship” (2013, p. 81). Some organizations are pioneering some of the above-mentioned requirements in the academic community and are building networks to develop a strong academic and research community.

The African Network for the Internationalization of Education (ANIE) is one of these pioneering organizations that is dedicated to the advancement of research in Africa. ANIE is an example of an organization that is contributing to *“build[ing]/strengthen[ing] and sustain[ing] Africa’s research capacity on internationalization of higher education” through “impact research projects and publications, to inform policy decisions related to the international dimension of higher education in Africa”* (ANIE no date). The Africa unit, associated with the Association of Commonwealth universities, is another network that supports the promotion of higher education and attempts to further education partnerships between the UK and Africa (Wanni 2010). In one of the Africa Unit reports, ten key partnership principles are identified. Strong themes of collaboration, communication, understanding and support resound throughout these key principles as requirements for a successful partnership for all stakeholders (Wanni 2010).

Length of partnership was previously discussed as a challenge, but it can also be considered as a potential solution. There are two opposing forms of partnerships that serve different purposes in a relationship. Transactional partnerships serve the purpose of providing products or funding and, on the other hand, transformational partnerships are based on building long-lasting relationships between institutions with genuine interest in supporting a collaborative partnership to achieve the interests of all parties involved (Samoff and Carrol 2004; Sutton 2010; Wanni 2010). As part of a research study, one of the recommendations to truly have an ethical approach to internationalization, is that the partnership requires a long term commitment and should be *“responsive to the needs that are there [in the local community]”* (Ilieva et al. 2014, p. 886). A faculty member also stated that *“[y]ou really need to pay attention to the basis of [the] relationships...there is a reciprocity that needs to occur...If we value internationalization...[we need to] hear in ways that reflect a consciousness and not just a slogan”* (Ilieva et al. 2014, p. 886). In this research study, a participant also stated that:

[w]e have a moral obligation...as an educational institution and as an academic and scholarly space, to model the kind of

collaborative...and creative thinking that can help us deal with some of the issues that are of relevance to the world beyond our own sphere (Ilieva et al. 2014, p.887).

It is important to note how the faculty emphasizes the importance of communication between partners and the ability to truly listen and recognize the needs of partners and their community, to succeed in these, complex relationships.

A variety of recommendations can also be found in the literature, highlighting the benefits of certain initiatives and their positive impacts on international partnerships. Focused on the years of 1997 to 2007, a HED/USAID report on higher education partnerships in Africa stated that lessons learned during this partnership experience underlined the necessity for partners to participate in the decision-making process from their respective countries, and that benefits should be experienced by all parties involved (Morfit 2009). Recent research validates the economic significance of investments in higher education in developing economies through the development of faculty and capacity-building in research capabilities (Morfit 2009; Naidoo 2011). Capacity-building and continuous development of research capabilities of faculty in the South will enable faculty to strengthen their position in partnerships and help to balance the current levels of inequality. It is agreed that it is not required for partners to reach “*absolute equality*” as it may be impossible to completely eliminate the power imbalances in international partnerships and that it is the “*differentiation and complementarity among partners [that] typically is the underlying rationale for collaboration in the first place*” (Koehn and Obamba 2014, p. 14).

The following were identified as potential topics that could benefit from further research but also offer some solutions for the improvement of international partnerships. Bradley mentions that “[m]aximizing the potential of north-south research partnerships, to be mutually beneficial,” should be a priority for funders and partners, and that “*the challenge of designing collaborative research agendas that advance mutual interests, [should] be firmly rooted in southern needs and priorities*” (2007, p.3). She also speaks to the opportunity of involving nontraditional partners in higher education partnerships, who might be able to provide other sources of funding or contribute nontraditional knowledge. (Bradley 2007).

The above-mentioned required enhancements, to develop research and training activities, the proposed topics for future research and the resounding collaboration theme

throughout the literature, all speak to the value and need of involving all partners in international partnerships between the North and South. Jowi (2009) eloquently states that “[e]ven though it comes with some difficulties, internationalization has always helped transform the landscape of higher education the world over” (p. 22). Only through the contributions of all partners can a partnership truly attain genuine collaboration and achieve mutual interests.

Part Two

2.4 Voice

The literature has noted the lack of empirical research on voice within partnerships and has also identified the need to increase southern voices in development projects. Voice, in this study, speaks to the ability of the participants to freely express themselves within the partnership without having their voices filtered by other partners or without fear of repercussion (Landau 2012). This lack of research on the representation of voice in international partnerships is a significant gap in our knowledge, as understanding how voice operates, and is facilitated for the southern partners, would increase the southern perspective in these relationships, greatly assisting in addressing some of the local challenges (Angeles and Boothroyd 2003; Eddy 2010; Landau 2012; Martins and Wyness 2013; Semali et al. 2013). Higher education partnerships are often labeled as development projects to build capacity in universities in developing economies, building human resources, knowledge, research capacity, and contributing to strengthening and building voice. Therefore, furthering research on voice within these complex relationships, will only contribute to the effectiveness and success of international partnerships.

Facilitating authentic views within the African university system has been the topic of discourse for several decades. At a meeting of the Association of African Universities in 1972, which discussed emerging issues of the 70’s, a general consensus was reached by the membership: there was a clear indication of the “*desire to see African University problems identified, analyzed and solved by Africans*” (Ajayi, 1973 cited in Samoff and Carrol 2004). Currently, it does not seem like much has changed in the management or facilitation of international partnerships between the North and South. Today, institutions from the North continue to look at other northern institutions to gather lessons of policy development, which “*negate a range of experience across the globe that could prove useful*” (McFarlane 2006, p. 1416). McFarlane (2006) is “*concerned with how learning might occur across the North-*

South divide” as he explains the perspective of the South is still not considered when reviewing or developing policies (ibid). If southern voice is not considered then universities from the North will continuously decide or influence policies across the globe and continue to perpetuate a paternalistic and imperialistic attitude or view. This is a wasted opportunity. McFarlane (2006) also contends that refining the facilitation of voice from the South through the “*conception of learning between different contexts, [] might help pluralize the production of knowledge and lead to a more globally informed social science [] or what we might refer to as a more postcolonial social science*” (p. 1417). If the voice from the South is heard and considered, policies from the North would generate a different discourse.

Other challenges concerning the recognition of southern voices in North-South partnerships are identified and discussed in the literature. It is agreed that there needs to be a shift in the approach to international partnerships which should include steering away from a “*paternalistic model of teaching, [and moving] towards a two-way learning process [and] also (...) towards knowledge-based capacity-building*” which will enable and better facilitate voice from all partners (Ellerman 2002, p. 291). If the voice from the South cannot be heard as a result of the privileged position of the North, then this “*can lead to epistemic violence: ways of knowing the world outside of the language of western science, philosophy and development are invalidated or trivialized*” (McFarlane 2006, p. 1423). Briggs and Sharp (2004) agree and state that the voice from the South is “*always (...) caught in translation, never truly expressing herself, but always already interpreted*” and some postcolonial theorists go as far as to say that even though the North demonstrates an interest in the South, the North, through various discourse, is actually “*only interested in hearing its own voice*” (p. 664). These powerful statements emphasize the significance in continuing the research on the facilitation of voice in international partnerships to continuously improve processes and policies.

Lack of research on voice in North-South partnerships is apparent in the literature. As stated by Landau (2012), it is “*self-evident that this relative absence of southern voices from Africa and elsewhere not only diminishes our understanding of the world but allows a relatively privileged, geographically concentrated group of scholars to set global academic agendas*” which creates inequalities of power (p. 558). In addition, there is a noticeable trend in North-South partnerships, which includes the adaptation by policy makers of ready-made solutions from the North to solve Southern challenges, which then prevents the South from

voicing potential resolutions and developing local and contextual solutions to their challenges (Ellerman 2002; McFarlane 2006). David Ellerman, the former economic adviser to the chief economist at the World Bank, alluded that it is difficult to facilitate voice for certain stakeholders when world organizations will not acknowledge their voice, and simply ignore it (McFarlane 2006). Implementation of northern solutions without considering the southern context, and not having the southern voice acknowledged, are considerable challenges to be surmounted by partners from the South involved in higher education partnerships.

The following section will present research and initiatives that are stressing recommendations and best practices in improving the facilitation of international partnerships between the North and South. Participants in one partnership recognized there was a lack of opportunity for the southern partners to express themselves and suggested that the partnership between the North and South would be greatly improved if they tried to understand the perspective from the South by asking the right questions and hearing their voice instead of making assumptions, which reduced the effectiveness of partnerships (Angeles and Boothroyd 2003). Semali, Baker and Freer (2013) have expressed the value of hearing and respecting the voice from the South and suggest that “*further ethnographic research is desperately needed to understand the African faculty’s perspective on working with their counterparts in the global North to paint a more holistic picture of key determinants in faculty partnerships*” (p. 64). With the increase of new international partnership participants, such as NGO’s and research councils, it is important to further research the various processes and structures in place, which facilitate voice in partnerships, and to complete a “*systematic analysis of the outcomes of different partnerships*” (Bradley 2007, p. 37). Co-authorship of research between the North and the South is also identified as a means to facilitate voice for the South, by increasing publication rates of southern authors (Bradley 2007). Some warn, however that this does not necessarily indicate a healthy partnership (Bradley 2007). These are but a few recommendations by academics on potential solutions in recognizing and respecting the southern voices in international partnerships.

Further recommendations on applied processes in partnerships and what academics should avoid can also be found in the literature. The current long-standing structure of partnerships continues to inculcate a “*top-down global governance of education [and development] instead of one that includes national and local voices in a true open dialogue that has ownership at its core*” (van de Waerdts cited in Koehn and Obamba 2014, p. 74).

What is required is a commitment by stakeholders in higher education partnerships to value different forms of local voice and reconsider current outdated practices in the management of partnerships between the North and South (Syed et al. 2012, p. 8). Providing draft agreements that are collaboratively constructed is a recommended practice in supporting voice from partners, as it can “*provide an element of clarity about the goals and responsibilities in the partnership which can be vital for avoiding ambiguity*” (Wanni 2010, p. 47). This process also permits a balanced governance process that involves all stakeholders and offers them the opportunity to contribute to the discourse prior to finalizing an agreement. This affords everyone the opportunity to voice any concerns they have with the agreement and instill a sense of equality.

The above-mentioned recommendations, still prove to be difficult to implement, when the North still holds a position of power in the relationship, based on their access to funding and highly developed expertise. Facilitation of voice for the South may prove difficult when the priorities in higher education North and South partnerships are mostly instigated in the North, which further encourages the existing power relations and ownership held with the Northern partner (Crossley and Holmes 2001). There exists an asymmetry of power in international higher education partnerships, and “*despite best intentions*” of partners, agendas are constructed without hearing the voice of the southern partner, thereby excluding or ignoring “*the actual needs and desires of the individual universities and their surrounding communities*” (Grant 2016, p. 42). The North needs to continue to strive to facilitate and recognize voice from the South. Completing partnership reviews would assure that the needs of the South are heard and addressed and would potentially assist in leveling some of the existing imbalance of power in the relationship.

The literature does present several recommendations to address the lack of representation of voice from the South in international partnerships. African universities are regarded as a force of liberation as they present opportunities to facilitate an independent voice from the colonial rule. During the postcolonial period, Africans regarded universities as an opportunity to achieve some of the vital objectives for independent economic growth, through capacity-building and human-resource development, to gain true independence (Koehn and Obamba 2014). Capacity-building is a long-term commitment, taking several years to accomplish. Building capacity requires participation from all partners in the voicing and sharing of knowledge, which challenges the “*dominant frameworks of development research as a valuable (and valued) perspective of the outsider rather than the (unequal)*

perspective of the Northerner on the South” (Standing and Taylor 2007, p. 83). Little research exists on development partnerships from the African continent, which is surprising considering the volume of collaborative partnerships that have taken place on the continent, and “*several authors have stated that the in-depth African perspective and voice on the internationalization of higher education in Africa are missing*” (Koehn and Obamba 2014, p. 14). These statements continue to underline the need for continued research on international partnership and the representation of voice from the South.

Some of the recommendations found in the literature speaks of the establishment of centers of excellence in Africa, the intentional involvement of the South in the creation and administration of partnerships and the recognition of the past colonial history and potential impacts on the relationships. Creating centers of excellence within the current African university infrastructure would enhance South-South collaborations, increase institutional capacities, “encourage Afrocentricity” and is recommended by authors as a method to promote and facilitate voice in Africa (Koehn and Obamba 2014, p. 64). The research capacity is largely in place in Africa with established networks, but these networks require consistent financial support to become and remain sustainable, to produce suitable contextual policies representing the local voice, that will properly serve its communities and economy (Ayuk and Marouani 2007). These are great examples of efforts that are currently taking place on the African continent, in establishing a voice, which represents the interest and the needs of communities. Such initiatives will require continued support but, most importantly, recognition on the global stage.

Increased collaboration at the start of the partnership, improved communication, and shared project responsibilities are current practices and recommendations to assist in increasing the facilitation of voice in international partnerships. Experts and policy actors believe that “*transnational research collaboration is greatly enhanced when partners in the south are intimately involved in identifying, defining, and formulating research programs that carry direct relevance and value to their own development contexts*” (Koehn and Obamba 2014, p. 195). Recommended best practices to try and improve the level of communication in international higher education partnerships include amplifying “*the voices and information of those who are rarely heard*” (Stoecker 2005, p. 93). Some of these recommendations include jointly written proposals, shared responsibilities in the project design stages and financial administration, that would all facilitate voice in partnerships and

encourage partners to work collectively (Koehn and Obamba 2014, p. 95; Penner 2014). Increased collaboration and participation of the South in the initial stages of the partnership is a recurring theme in the literature, as a means of improving the facilitation of voice for the South. Facilitation of voice should take place in participatory approaches to partnerships as it increases the *“involvement of socially and economically marginalized people in decision-making over their own lives”* (Cook and Kothari 2001, p. 5; Penner 2014). The World Bank envisions partnerships as a method of involving everyone in the sharing *“of control over development initiatives, decisions and resources”* and to provide empowerment, as this would add valuable local context and voice presenting *“an alternative to donor-driven and outsider led development”* (Cook and Kothari 2001, p. 5). Research methods, reporting mechanisms and processes are often dictated by the northern partner and tend to be standard and structured. A significant example was provided by Penner who explained that consideration of cultural forms of communication and sharing voice was not taken into account in a partnership, as explained by a southern partner *“who indicated that they preferred to tell stories orally [as] for them [they] have greater meaning. Therefore the informant argued that requiring written reports was a cultural preference of North Americans”* (2014, p. 213). These statements made above suggest that it is imperative to involve the South at the start of the partnership to avoid the North from driving the agenda and implementing northern-centric solutions that would not meet the needs of the southern partners.

As previously mentioned, much of the research and knowledge production is interpreted and provided by the North. This research and knowledge is often published in *“books, journals, databases, and other resources that are used at most African higher education institutions [], and these resources are communicated in Western languages”* (Teferra and Altbach 2003, p. 115). Therefore, it is crucial to increase research publications originating in the South, to support and increase the voice of southern academics. As the South continues to increase its access to education and knowledge, provided and produced from both the North and the South, this will serve to empower the voice from the South in future partnerships and research projects.

The literature also speaks to the impact and influence of colonialism on higher education partnerships. Higher education institutions were considered a tool of colonial governments to perpetuate cultural dependency, influence social change and shape the voice of the South (Ajayi et al. 1996; Samoff and Carrol 2004). This influence was often extended

into the classroom as, in some cases, for example, examination questions were created and administered in Uganda but were sent to be reviewed and graded by faculty in England (Samoff and Carrol 2004, p. 78). Parsons and Harding (2011) highlight the vital role of educators in focusing and creating opportunities for research processes using “*a postcolonial lens [which] can illuminate lingering biases and stereotypes*” to challenge “*racism and ignorance*” to eventually be eradicated (p. 5). It is clear, in the literature, that the North “*has deeply entrenched hierarchical structure and power positions*” in the South, “*but these have little relevance in schools whose goals are to create collaborative, egalitarian, and thoughtful world citizens able to embrace diversity, challenge injustice, think globally, and value a variety of way of being and knowing*” (Parsons and Harding 2011, p. 5). There needs to be a concerted effort in changing the partnership model and the internationalization of higher education in Africa. Current practices have not kept up with the modernization of the impact of globalization and may not be representing the true needs and interests of the South. Higher education internationalization is still applying old methodologies “*rooted in the historical dominance enjoyed by the west or the global North more generally over the last few centuries that has dictated imitative modernizations elsewhere*” (Zezeza 2005, p. 4). Voice is still strongly controlled by the North as the “*Western hegemony is as much economic as it is epistemological as western scholars often set the terms, themes, topics and theories of intellectual discourse and research*” (Zezeza 2005, P. 4). To provide good quality capacity-building educational programming that meet the needs of local communities, and to contribute to the country’s economic prosperity, the globalization and internationalization of higher education must create accountable and equitable policies (Gopal 2011). Universities from the North are required to create, apply and enforce “*culturally sensitive policies in order to transfer their strengths of programs without also transmitting their values and procedures that may result in hegemonic practices*” (Gopal 2011, p. 244) To truly embrace social change and to successfully build academic capacity in the South, higher education and funding organizations from the North will need to alter their partnership management practices that are rooted in a colonial history, and create mechanisms and processes to facilitate voice from the South.

2.5 Power

As described above, power in higher education partnerships between the North and South is evident and demonstrated, overtly or covertly, through funding inequity, control over

agendas, knowledge and research imbalances, and policy decisions. Power is a key term used throughout this paper. In the context of this study, Power refers to the inherent power that is held by certain participants. Inherent power could be attributed to the northern participants as they are viewed as the suppliers of funds, subject matter experts as PHD supervisors who are widely published, and are experienced in funding applications and international partnerships. Inherent power could be attributed to the southern participants based on their positions within their organization, their control over the project funding, their number of published articles or their association with northern academics in projects. Power in this study represents the ability to create or influence the agenda, to provide or manage the funds provided by the northern funders, to make decisions that will influence the partners or sway project outcomes. Power can also be associated with gender or hierarchal position within the organization or society. The exercise of power may not always be visible or noticeable and the participants may not always be aware that they hold such a position of power within the partnership.

Control over voice, as a form of power, can also be used as a mechanism to influence agendas, policies, and decision-making processes. Controlling voice can sway the needs and desires of the community that these processes are trying to assist. Historically speaking, higher education was used by colonizers as a tool to assimilate and control the colonies (Stier 2004; Tedrow and Mabokela 2007). Today, higher education is promoted as a capacity-building tool to assist countries to break free from their dependence on the North. Different theories of power were considered for this study. Many of the scholarly theories of power require the observation of interaction and conflict between the Powerful and the Other. For example, Bourdieu's influential and abstruse concept *Habitus*, has a "*tendency to analyze social interaction exclusively on the model of strategic conflict*" (Cronin 1996, p. 56). Another example is Foucault's Disciplinary theory of power, which "meticulously documents the development of techniques of discipline in a range of modern institutions", such as prisons, which again is made possible through the observation of inmates and "the effects of regulations and coercive measures" (Cronin 1996, p. 59). Foucault focuses on "dominant groups in society who impose specific knowledge, disciplines and values upon dominated groups" (Moosavinia 2019, p. 183). Both Bourdieu and Foucault's research demonstrate the requirement of some form of conflict in relationships between actors in order to fully study, measure and theorize on power. Similarly, Dahl's work on "Who Governs", explores the power structures in community, the elitists (the Powerful) who hold the power and the people who may have influence over the Powerful (Blokland 2011). Comparable to the previous

examples, Dahl's theory also states that "there must be a conflict between a minority that is getting its way and a majority" (Blokland 2011, p. 196). These accepted and legitimate theories of power were considered for this study but focus on the observable conflict in the relationship and intentional dominance of a group over another, which may not generally be the case in many higher education partnerships, particularly when the intention is to build capacity in the South. In this sense, Lukes' (2005) work on power is useful because it views various dimensions of power including invisibility.

The conception of power in Steven Lukes' (2005) book, 'Power, a radical view' may be described by some as a typology rather than a fully developed theory, but is nevertheless very useful for a study on higher education partnerships between the north and the south. Luke's book was first published in 1974 and made an important contribution to the debate of the societal reality of power. This short but significant book focuses on "*questions of powerlessness and domination*" and inspires the reader to "*think about power broadly rather than narrowly – in three dimensions rather than one or two*", as Lukes believes that "*power is at its most effective when least observable*" (Lukes 2005, p. 1). Lukes' second release of his original work has expanded and clarified his views on power as his work has been much debated in the public arena (Lukes 2005).

Steven Lukes released another version of his book with two additional chapters in 2005, to address his critics. Lukes' theoretical framework is presented in the form of three dimensions of power and the different interpretations of how the Powerful achieve compliance over Others (Lukes 2005). The first dimension of power speaks to Dahl's pluralist view of control over observable decision-making of one "*actor (...) affecting another actor*" (2005, p. 18). Lukes focuses on Dahl's pluralistic concept and interpretation of power, which centers on actor A exercising power over B, with the assumption that it is "*contrary to B's interest*", and is further entrenching a sense of dependence on A. It is important to note that this dimension focuses on "*observable behavior*" and the study of decision-making that "*can be analyzed only after careful examination of a series of concrete decisions*" (2005, p. 17).

The two-dimensional view of power speaks to the critics' view of the pluralists' interpretation of power and introduces the concept of non-decision as a form of decision-making, yet still requiring an observable conflict (Lukes 2005). In this dimension, the

Powerful has the capacity to influence the Other by recognizing the legitimacy of the Powerful's authority (Lukes 2005). The Powerful can also attain compliance of the Other through manipulation or the threat of force, and in the case where the Other anticipates the reaction of the Powerful and chooses not to act, then non-decision making is observable even if it was never voiced (Lukes 2005). These first two dimensions of power describe how power can be used to overtly influence another person to act upon the Powerful's desires, even if it is against their own will (Lukes 2005). The first two dimensions also require a visible form of conflict to distinguish who has the power.

For this research, the third dimension of power, as described by Lukes, will be applied in the analysis of the qualitative data that was collected. The third dimension of power describes how the Powerful can manipulate the Other to do something they might not actually want to do by influencing, manipulating or changing what they want without visible conflict. Lukes describes how people who hold power are those who can create a false perception and convince the Other of what they want. When people occasionally act freely in what seems to be the opposite to their own interest, the third dimension enables the Powerful to influence the Other to act as the former wishes, without force or conflict, by providing a ubiquitous system of belief or fabricated perception (Lukes 2005). The third dimension of power will be the lens used to measure or see if this is the type of power that is being applied by northern higher education institutions through the partnerships with the South, being touted as capacity-building projects. This same form of power and control of voice has the ability to provide the Powerful with their desired results and gives them the inherent authority to eliminate some matters from surfacing (Lukes 2005)

International partnerships still favor the North as they have more access to resources and often fund most project activities, affording them a powerful position in the relationship. The North does not only have more access to resources but often has more experience, education and has a higher level of expertise, which can ingrain a certain level of confidence in the northern partner, who, at times, does not fully consider the contributions of their southern partners.

The sections above identify the salient themes and concepts for my research as well as identify potential research gaps, including voice, which my research will address. In the next section, I will draw on the review, to inform the core questions of the interview.

2.6 Concepts

From the literature review, several key concepts were identified influencing the facilitation of voice in partnerships. These following concepts informed the questions that were created for the interview and were instrumental in the development of the codes for the analysis.

i) Colonialism: One of the legacies of colonialism in Africa is the language of instruction found in the majority of the education systems across Africa, and includes both English and French (Varpalotai et al. 2012). Internationalization is also still “*largely rooted in historical dominance enjoyed by the global North, which dictates imitative modernization in developing countries*” and could prevent the freedom of liberal and creative voice (Jowi 2009, p. 274). Positional superiority is explained by Said (1979) as Europeans identifying themselves as superior against all those who are non-Europeans. Promoting this superiority ideology, through various means of propaganda developed by Europeans, created a hegemonic culture both inside and outside Europe (Said 1979). This ingrained superiority culture has the potential to influence voice in partnerships, which “*puts the westerner in a whole series of possible relationships without ever losing the relative upper hand*” (1979, p. 7).

ii) Setting agendas: The process of setting the agenda for the project should be considered, since the communication that takes place between partners in outlining the expenditure of the resources, often provided by the North, can address potential challenges such as power in the relationship (Penner 2014, p. 31). Collaborative agenda setting offers an opportunity for the voice of all stakeholders in the partnership to be heard and enables the advancement of mutual interests that can assist in meeting the needs and priorities of all stakeholders (Bradley 2007). Collaborative decision-making can offer an opportunity to all stakeholders to share their voice in the decision making process in order to promote fairness and mutuality and help alter neo-colonial inclinations (Associations of Universities and Colleges AUCC 2013, p. 6).

iii) Language: Language can create asymmetries of power in partnerships and influence the way different groups make sense of reality (Penner 2014, p. 30). One author explains how “[t]he subaltern cannot be truly heard due to the privileged position of the academic researcher”, which McFarlane (2006) calls “*epistemic violence*” (p. 1423). Thus,

the voice of the subaltern is always being translated and the true meaning of their voice is never being heard or recorded (Briggs and Sharp 2004, p. 665). Said's (1979) Traveling theory also warns that theories and stories can potentially be misread or misunderstood and Bourdieu's stentorian bureaucratic voice also cautions a voice that can entirely absorb the voice of another (Blommaert 2005). These powerful statements should be considered by all stakeholders participating in international partnerships especially between the North and the South.

iv) Cultural make-up: Different cultures that are engaging in a partnership need to acknowledge and respect the differences that may exist in the other's respective cultural philosophies. Cultures from individualistic societies will share and express their voice very differently from collectivist societies (McFarlane 2006). The individualist voice will reflect their own personal needs that are required from the relationship and the collectivist voice will reflect what their group or organization needs and what is required from the relationship. Deconstructing cultures of the stakeholders involved in a partnership is identified as an opportunity to create a sense of equality (Association of Universities and Colleges AUCC 2013). In this study, voice would be considered an important aspect of the expression of culture. The researcher or the partner needs to recognize that in some cultures people *"prefer to tell stories orally as for them it has greater meaning"* (Penner 2014, p. 213). In this instance, the southern partner stated that the required written reports were a cultural preference of the northern partner Penner (2014). It is important to recognize how various cultures prefer to express their voice in North-South partnerships.

v) Policy making: A policy is the representation of voice in written form. Higher education institutions from the North are always looking at other countries from the North when endeavouring to learn about policy practices and relevancy. This is a missed opportunity for the countries of the North who believe that the South has nothing to offer and *"therefore policy transfer [continually] enhances the power of a relatively small circle of actors who consistently draw lessons from each other"* (McFarlane 2006, p. 1416).

vi) Knowledge: The distribution of knowledge frequently travels from wealthier, more powerful countries to developing countries, and generally just travels one way (McFarlane 2006, p. 1418). The mechanisms, processes and procedures used in voicing knowledge in partnerships will also be examined in this research. Recognition of the contributions of all partners in a relationship and of the validity of the various types of

knowledge, including indigenous knowledge, is key in acknowledging that both northern and southern knowledge is required to create and promote equality in a partnership (AUCC 2013, p.5). Specialized or educated organizations involved in partnerships often have control of the language or voice of the discourse. Therefore, they have the potential to impact the desires of the partner's community (Penner 2014, p. 32). The brain drain phenomenon is another major potential impact of international partnerships. Better salaries and working conditions, with the opportunity to work in reputable institutions, are all factors that are attracting 20,000 African professionals yearly to leave their respective countries (Sayed 2008). Southern academics are attracted to the prospect of working in institutions that possibly offer tenured positions and the opportunity to publish their research, to have their voices heard (Sayed 2008). Co-authorship is an attractive opportunity for southern academics, but Bradley (2007) warns that, "*it is now widely recognized that co-authorship is an insufficient measure of health of a partnership*" (p. 10) Still, co-authorship is of interest to the southern partner searching for opportunities to have their voices heard and increase their publication numbers

vii) Equality/equity: Developing equity in a partnership helps to create a climate of trust in which all of the partners would have an equal voice in expressing their needs and in receiving equal benefits, which is "*essential to creating an atmosphere of democracy and social justice*" (Oberg De La Garza and Moreno Kuri 2014, p. 130). It is challenging to create an equitable partnership when the North continues to provide and control many aspects of the partnership such as the funding, the agenda, and the policies and procedures (Hauck 2000; Jowi 2009; Varpalotai et al. 2012). Funding is often mentioned in the literature as a barrier in international partnerships and the current funding model and evaluation of North-South partnerships is also in question (Obamba and Mwema 2009).

I have identified seven concepts in the literature as factors that can influence the facilitation of voice in partnerships. These concepts will help identify and describe voice as it is experienced by faculty members and other stakeholders in previous or current North and South higher education partnerships.

The literature does acknowledge that "*power and control of educational mobility, knowledge production*" and "*the creation of the internationalized knowledge economy*" still exist with the northern universities; therefore, a true international collaborative relationship "*is a wish rather than a reality*" (Beck 2012, p. 137). Northern universities often take

“advantage of [their] relatively powerful position by setting research topics, agendas and strategies” that simply reinforce the fact that "partnership terminology can (...) be used to legitimize new forms of dependency, perpetuating existing imbalanced power relations”(Crossley and Holmes 2001, p. 400; Eddy 2010). “Although transnational partnering is a global dynamic that is transforming higher education in the twenty-first century, best practices in such endeavors remain to be identified and embellished” (Koehn and Obamba 2014, p. 3). Hopefully this research study on the facilitation of voice in partnerships will contribute to the establishment of best practices in transnational partnering between global institutions.

Chapter 3 - Research Design and Methodology

This chapter describes the research context of this study, defines the research questions, and how they relate to the methodological approach. These components formed the design of this study and the chosen research methods. This chapter also describes the progression of the research journey and what was discovered along the way, followed by a conclusion based on a personal reflection.

The context of this study focuses on interpreting and understanding how voice is construed, perceived, and enabled in higher education partnerships between the North and the South. It generated an opportunity to observe and evaluate how power influences voice in the discourse of these partnerships. Voice, in this research, does not only refer to discourse, language, and conversations that took place during the partnership, or face to face communication, but also included documents related to the project. A critical discourse analysis was performed on the Protected Areas and Poverty Reduction (PAPR) project documents (Murray 2008).

This research was somewhat delicate in nature as it did not only speak to the benefits of former partnerships. It also assessed the human elements of the partnerships and the lived challenges by both stakeholders from the North and South. As previously noted in the literature review, gaps that were identified in the study of North-South partnerships included the lack of representation of the southern voice in international higher education partnerships.

The purpose of this research is to gain a better understanding of the influence of power on the facilitation of voice in capacity-building partnerships involving higher education institutions from the global North and global South. To elucidate the purpose of this research, this study asks the central question, “What are the factors that influence voice in higher education partnerships between the global North and the global South?” This research question will be the focus of this study, attempting to respond to the research gap that was identified in the literature. The following sub-questions will also assist in answering the central question and in generating interview questions for the various participants in this study:

Research question 1

- What factors influence participants’ perceptions of power within North-South

partnerships?

Research question 2

- What are the elements in higher education partnerships that impact facilitation of voice for all partners?

Research question 3

- How do the lived experiences of higher education partners influence their ability to freely and truly express themselves within the partnership?

These questions will be the foundation of the inquiry into the intricacies of an international higher education partnership and will provide an in-depth look into the lived experiences of the participants.

3.1 Epistemology and Ontology

Creswell's (2014) transformative worldview approach or philosophical worldview is an appropriate choice of an epistemology for this research. The transformative approach was selected as it characterizes a position that other theories, such as positivism, realism, and social constructionism do not accurately embody. The transformative worldview approach has the ability of representing issues confronted by people in society who face hardships and difficult situations including "*issues with power and social justice, discrimination, and oppression*" (Creswell 2014, p.9). Mertens (2009), a well-respected researcher in the field of transformative research, believes that "*the transformative ontological assumption suggests that there are different opinions about what is real based on different lenses of privilege that people bring to the situation*" (p. 811). This statement supports this research by highlighting the different privileged viewpoints and voices that the North and South are contributing to the partnership. Researchers who tend to use the transformative worldview approach are critical theorists who study "*indigenous and postcolonial peoples*" and this worldview is "*often intertwined with politics and a political change agenda to confront social oppression at whatever levels it occurs*" (Creswell 2014, p.9). This approach is applicable for this research as higher education is viewed as a "*tool colonial governments used to control social change*" (Samoff and Carrol 2004, p. 74).

My ontological perspective is subjective in this research as I am interested and concerned with the participants lived experiences in the partnership. My research questions will ask participants to recount their experiences and interactions with their partners from both the

North and the South. Questions will prompt participants to describe if they felt empowered in their positions or if their voice was suppressed within the partnership.

This study had to consider factors that could be influencing the voice of the participants. Some of the participants, still, or may wish to continue to, collaborate with partners from this project and may be careful with their responses not to jeopardize any current or future opportunities. Also, to consider, some institutions may still be dependent on international partnerships to continue to fund institutional activities or priorities, therefore, again, impacting the ability for participants to fully engage in this study. Since facilitation of voice was at the center of this study, quotes from participants were not altered to respect and properly represent their voice. This was very important to me as the literature speaks to the South's voice always being interpreted with a northern lens and interpreted in a western language. I also took into consideration that I am a white privileged researcher from the North with an ancestry that colonized North America and is now studying power imbalances between the North and South. I had to reflect on possible biases, which I may bring to my research, and in writing my thesis. My research journey took me across Canada, Ghana and Tanzania. I chose to interview my participants in person, as I understood the sensitive nature of my research. My line of questioning would require people to describe their lived experiences and interactions in a partnership. I also considered that some of my participants' responses to my questions could be influenced or suppressed as some of the participants are currently working together on other projects. Other participants may wish to collaborate on other future research with the North and would not want to jeopardize any of these opportunities with their responses. My research also focuses on voice and I wanted to best facilitate this process for the participants and believed this could only be achieved in person.

3.1.1 Research design

The process of recruiting participants for my research began in June 2017, when I attended and presented my research proposal at the ATLAS Africa Conference at Moi University in Kenya, hosted by the Association for Tourism and Leisure Education and Research. This conference provided space for the confluence of European, North American, and African academics that are involved and invested in the improvement of hospitality and tourism education. Furthermore, many of the attendees had been involved in a variety of North-South partnerships that aimed to improve education, training, livelihood development,

and tourism and hospitality businesses across Africa. This conference was a great venue to begin engaging academics from the South that may be willing to contribute to defining important research questions regarding voice in higher education partnerships, processes, perceptions, and representation. During my session at the conference, I was captivated by the perspectives and voice of African faculty members and community stakeholders involved in partnerships with northern higher education institutions, which helped the development of my interview questions.

Informed by Creswell (2014), building trust and relationships with people from various institutions and cultural backgrounds from both the South and the North was an important step in my research to receive sincere and honest responses from my participants. The importance of relationships is also reinforced from a transformative research perspective, since I recognized that there is a “*power differential between [me] and the people in the study*” and I understood that I had to create and provide “*sustained involvement, such that they would trust [me] to give accurate information*” (Mertens 2009, p 47).

3.2.1 Case Study Approach

The case study approach was selected for this study in order to “explore processes, activities, and events” to “*learn about the problem or issue from the participants and to address the research to obtain that information*” (Creswell 2014, p. 186). A case study explores and investigates, in depth, a modern-day phenomenon and within a current situation; such an “*understanding would involve important contextual conditions*” that would be pertinent to this research case (Yin 2014, p. 16). Qualitative research gave me the ability to comprehend and synthesize the “*collection of stories and the identification of critical junctures, variations and patterns of alternative stories, during which categories are sorted by commonalities based on segments of transcripts and notes compiled from transcripts*” (Goulding 2002, p. 21).

The case study approach was also selected as it “*arises out of the desire to understand complex social phenomena*” and is applied by authors who focus their research on issues of poverty, power differences and social justice (Parker 2010; Otieno 2012; Semali et al. 2013; Yin 2014, p.4). Flyvberg states that “*the closeness of the case study to real life situations and its multiple wealth of details...are important for the development of a nuanced view of reality,*

including the view [of] human behavior” (2013, p. 6). This approach was also selected because the participants involved in these partnerships shared a history of colonial dominance. One questions if this colonial history is perpetuated through partnership practices, since the North continues to fund the majority of the projects and provides the partnership policies and agenda, and determines what constitutes as a successful project (Crossley 2009; Koehn and Obamba 2014). Examples of power differences can be found in many different forms, such as existing inequalities in partnerships as described in the literature review, which include knowledge capital, control over the partnership agenda, availability of resources, and control over the dispensing of these resources.

The following will discuss the research context and case selection of this study. International partnerships involving multiple cultures and languages can foster complex relationships, which can exhibit subtle forms of power. I could have focused on a multiple case study but given my time and resource constraints, this could have resulted in wider, more indiscriminate findings. It is also difficult to identify a representative case that can be reflected on several cases, so I was keen to identify a typical case of a specific partnership that would better “*explore the causal mechanisms at work in a general, cross-case relationship*” (Seawright and Gerring 2008, p. 299).

My decision to focus on a single case gave me the opportunity to delve into the multiple relationships that developed between the partners from the North and South and to uncover some potentially deep-seated postcolonial associations and aspects of power. As described by Lukes (2005), the manifestation of power in relationships is complex. Focusing on one case study and meeting the participants in their environments gave me the chance to build rapport and trust, enabling me to study the subtle forms of power expressed through participants’ responses.

I selected the Protected Areas and Poverty Reduction Canada-Africa Research and Learning Alliance (PAPR) project as it is somewhat of a typical case representing North and South higher education partnerships. I wanted to use the case to “*probe causal mechanisms that may confirm or disconfirm*” the application of Lukes’ third dimension of power in the partnership, describing how power influenced or manipulated voice either overtly or covertly in the relationship (Lukes 2005; Seawright and Gerring 2008, p. 297). I will now describe the case in more detail.

The PAPR partnership was an extension of a previous relationship that was established through a smaller project that started with conversations between an international student and his professors. In 2003, a graduating student from Ghana had indicated to his professors at Vancouver Island University a need for training in the hospitality and tourism industry in his country. Further discussions sparked an interest with the faculty, who further investigated the possibility of writing a proposal for funding for a hospitality and tourism development project to take place in Ghana. With the help of the university's international education department, the faculty secured some funds with Canada's International Development Agency (CIDA) to travel to Ghana and visit the chosen location for a potential project. During the trip, faculty met with academics at Sunyani Polytechnic University, and visited several study sites. Upon their return to Canada, a full proposal was submitted and funds were awarded for a five-year environmental education program, which funded students and faculty from Canada to visit Ghana and faculty from Ghana, to visit Canada. The Canadian professors arranged some fundraising to bring Ghanaian students to Canada, as no funding was made available through the funding agency, as they believed there was a risk of the Ghanaian students not returning home. The environmental education program was a smaller project with fewer partners but the relationships that were created and fostered through this collaboration created the foundation for the PAPR project. The PAPR project became an extension of the previous partnership and included many new academic institutions, community and NGO partners and study sites.

The purpose of the PAPR project was to build local capacity through researching poverty and sustainability challenges of protected areas, creating research and practical applications available for local communities, academics and government agencies (Murray 2008). The project documents also listed as project outcomes, the improvement of curricula, teaching, and research capacity at partner academic institutions through the training of PhD students, who were currently faculty members at partner institutions (Murray 2008). The Alliance provided an opportunity for partners to jointly create a research and learning program, and offered a creative space for students, researchers and community members to exchange ideas. Knowledge mobilization and dissemination of research and information was another critical outcome listed in the project documents (Murray 2008). This is an important aspect of this project for this study, as it could demonstrate if this form of voice was facilitated for the North and the South alike.

The PAPR project had two major goals. One, was to study the increased number of protected areas and their impact on adjacent communities, since an “*increasing number of studies have suggested that [protected areas] can lead to the marginalization of local communities, increases in human-wildlife conflicts, inequity in flows of economic benefits and costs, the exacerbation of poverty, and the erosion of support for conservation*” (Murray 2008, p. 12). The second goal of the partnership was to build capacity within the higher education system in Ghana, Tanzania and Canada. A total of six PhD scholarships were made available to faculty members of Sunyani Polytechnic and Kwame Nkrumah University of Science and Technology (KNUST) in Ghana and the College of African Wildlife Management (MWEKA) and the University of Dodoma in Tanzania. A PhD scholarship was also made available to one Canadian at the University of Victoria. Funding was also made available in the form of post-doctoral research and fellowships to candidates across Canada and the United States. The funded research was to focus on protected areas and poverty reduction in all three countries. Prior to the start of the PAPR research project, some investigative proposal development funds were made available to help identify park sites, in all three countries, as areas of research, which were then assigned to PhD students. Northern partners were granted a budget to travel to Ghana and Tanzania to meet with partners, build relationships and collect information for the project proposal. Some of the southern partners also traveled to the North for similar activities, and once all the information was collected, the northern and southern leads collaboratively wrote the proposal submission. The southern academic partners included Sunyani Polytechnic, which was chosen by the Canadian funder to manage the project funds for the African partners and Kwame Nkrumah University of Science and Technology (KNUST), one of the largest universities in Ghana. The Ghanaian partners had previously participated in the environmental project with the lead Canadian institution. In Tanzania, faculty members of the College of African Wildlife Management and the University of Dodoma, one of the largest universities in Tanzania, had previous established relationships with some of the northern partners.

To achieve the goals of this collaborative partnership in reducing poverty and promoting environmental sustainability in protected areas, the project documents indicate the need to develop processes and policies that would deliver equitable benefits, better manage human wildlife interactions, re-conceptualize and improve protected areas governance, and mobilize knowledge. The authors of the proposal stated that they were “*experienced with*

targeted knowledge mobilization in rural areas around the globally significant issues of poverty and environmental sustainability” (Murray 2008, p. 12). The challenges faced by the communities in the three countries are significantly diverse due to the differences in socio-economic conditions, varying government ministry structures and involvement, protected area governance, including considerably different past and present human wildlife interactions and tourism infrastructure. The PAPR project, using a comparative research framework, studied the similarities and differences in the various regions of all three countries to address the identified poverty and sustainability challenges. The results of the research were to provide conceptual models that could assist poor communities living adjacent to protected areas.

As previously mentioned, the PAPR project was the result of a relationship that was created during a former smaller project between Vancouver Island University in Canada and Sunyani Polytechnic University in Ghana. The same partners worked together to create a proposal for the PAPR project, which included significant funding, and which adopted many new universities, NGO and community partners from all three countries.

The table below lists the different partners that were involved in the PAPR partnership (Murray 2008).

Table 3.1 – List of partners in the PAPR partnership

	Canada	Ghana	Tanzania
Academic partners	<ul style="list-style-type: none"> - Vancouver Island University - University of Victoria - University of Guelph 	<ul style="list-style-type: none"> - Sunyani Polytechnic University - Kwame Nkrumah University of Science and Technology, Faculty of Forest Resources and Technology (FFRT) 	<ul style="list-style-type: none"> - College of African Wildlife Management (CAWM) - University of Dodoma (later joined the partnership)
Community partners	<ul style="list-style-type: none"> - Tla-o-qui-aht First Nations - Canadian Parks & Wilderness Society (CPAWS) - Clayoquot Field Station 	<ul style="list-style-type: none"> - Geosanda Enterprises Ghana - Nature Conservation Research Centre - Brong Ahafo Regional Council 	<ul style="list-style-type: none"> - Serengeti District Council - Kesho Trust

Agency partners	<ul style="list-style-type: none"> - Pacific Rim National Park and Reserves - Department of Fisheries and Oceans 	- Ghana Wildlife Division	<ul style="list-style-type: none"> - Tanzania National Park Agency (TANAPA) - Tanzania Wildlife Research Insitute (TAWIRI)
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The PAPR partnership was to “*address the challenges of reducing poverty and ensuring environmental sustainability through a focus of protected areas and adjacent communities*” (Murray 2008, p. 12). This project was partially inspired by the Millennium Development Goals, which identified rural poverty and environmental sustainability as two major challenges faced by the planet; they “*are fundamentally and inextricably linked [as] extreme poverty inhibits environmental sustainability and degraded natural environments exacerbate rural poverty*” (Murray 2008, p. 12) The Alliance focused on the use of protected areas that contributes to the protection of biodiversity, but also leads to the marginalization of adjacent communities through the disproportionate distribution of economic and social benefits. The proposal identified four areas in which protected areas could assist in reducing poverty and improving environmental sustainability for communities living near parks. The Alliance would conduct research and build capacity in maximizing the delivery of equitable benefits, improving the management of human-wildlife interactions, improving parks governance and mobilizing knowledge between all stakeholders (Murray 2008). The Alliance was based on the premise of knowledge mobilization, the sharing of benefits between the three countries, by supporting “*a collaboratively developed research and learning program...and the training of students, researchers, and community members*” (Murray 2008, p. 12). The Social Sciences and Humanities Research Council (SSHRC) and the International Development Research Centre (IDRC) are both Canadian organizations that provided two million dollars for the PAPR project. SSHRC provided half of the budget to the Canadian team to conduct their research priorities established in the proposal, which included funding one PhD student, a Masters student, and many post-doctoral opportunities. The IDRC provided the other half of the budget for all activities undertaken by Ghanaians and Tanzanians. These activities included funding one student from each of the universities and

from a community partner in Ghana and Tanzania. This funding covered tuition, living and travel, and all expenses related to data collection in communities.

3.2 Methods

I believe my research will help to provide some insights into what can be done to facilitate voice for southern stakeholders in the future. In this research, data collection involved semi-structured interviews and partnership document analysis, which provided the opportunity to verify and cross-tabulate information.

The qualitative data collection through interviews took place during the summer of 2018 in Canada, Ghana, and Tanzania. My participants included academics, higher education administrators, community partners, and a northern funder. They were involved in, and contributed to the PAPR project. The northern project lead also provided access to all the project documents for further analysis. Semi-structured interviews took place during April to June in 2018. Interviews were an appropriate method to use, given the nature and sensitivity of the case study involving relationships with cultures with a colonial past. This case also involved significant project funding and complex relationships between multiple higher education institutions. As described by Yin (2014) to “*explain the presumed causal links*” in this real world case is far “*too complex for survey or experimental methods*”; therefore, the interview method was a better tool to use for my participants to truly express themselves and have their voices heard (p. 19). Building rapport and relationships through my conference participation in 2017, and personal interviews in 2018, I could collect delicate and intimate data from participants. Structured interviews or questionnaires would not provide the richness of data required for this research.

The data collected provided a broader, yet inclusive understanding of the factors of power that influences voice, and the impacts they produce on North-South partnerships. The data collected comprised semi-structured interviews with stakeholders in a partnership, and internal organizational documents related to the partnership. Interviews were useful, since I was not directly involved in this partnership, and participants were able to provide some historical information concerning the partnership (Creswell 2014). I also recognize that the information could potentially be filtered by the interviewees and that my presence, being from the North, could bias some of the responses (Creswell 2014). This potential influence

was taken into consideration when developing the questions, setting the tone for interviews, and selecting the environment.

Semi-structured interviews were vital to my study, as such a source of qualitative data *“is critical in transformative research and evaluation as a point of establishing a dialogue between the researcher and the community members”* (Mertens 2009, p. 808). Creswell also speaks to the importance and significance of trust and relationships in the data collection process in transformative research, which *“provides a voice for [] participants, raising their consciousness or advancing an agenda for change to improve their lives”* (2014, p. 10). Based on these definitions provided by Mertens (2009) and Creswell (2014), I decided to travel to the various destinations to conduct in-person interviews in Canada, Ghana, and Tanzania after being introduced via email by a respected colleague who knew many of the stakeholders. I believe that taking the time to travel to the various institutions and to meet everyone in person gave me an opportunity to gain some trust and a certain level of comfort during the interview. Purposive sampling was used for this case study and participants that would best help answer the research question were chosen (Creswell 2014; Yin 2014). I interviewed the participants that were involved in the PAPR multi-university partnership, that included Kwame KNUST Kumasi in Ghana, Sunyani Polytechnic University in Ghana, College of African wildlife management in Mweka, Tanzania, the University of Dodoma in Tanzania, Vancouver Island University, in Canada, and University of Guelph, in Canada and University of Victoria, in Canada. Thirteen participants from the South and thirteen participants from the North were interviewed as part of this study. Most participants were academics from the various institutions, either as supervisors or PhD students, and a few administrators and community members. There were eleven PhD and postdoc students, nine PhD supervisors, two administrators, three community members, one southern government official and one northern funder.

These participants were selected due to their participation in this partnership, and were identified as being able to provide rich data when answering questions relating to the key concepts previously listed, which pinpoint the gaps expressed in the literature review. These participants' interview questions focused on the participants' experience within the partnership. The participants were asked about their experience in international partnerships, their role in the PAPR partnership, and their ability to voice their concerns when faced with challenges. Agenda setting, decision making, budget management, facilitation of

communication and participants' perspectives on the project's successes and unsuccessful goals were all topics covered during the interviews. The questions were formulated based on the themes and concepts that emerged from the literature review. Appendix A demonstrates the different stages that led to the creation of the semi-structured interview questions.

I also offered to participants the opportunity to share stories of their experiences in other partnerships if they believed it would contribute to my research. Understanding that participants may not wish to share any of their negative experiences in the PAPR project, this provided the opportunity for participants to anonymously, openly and freely discuss any challenges they may have experienced in the PAPR program, disguising their responses as occurrences that would have happened in another project. The semi-structured interviews gave me the opportunity to adapt my questions and further probe for information through iterative questioning to ensure participants provided comprehensive answers to my interview questions. Participants' responses assisted in creating the codes for further analysis. A comprehensive list of interview questions is provided in Appendix B

3.3.1 Methods of data analysis

An inductive approach was incorporated in my research design and a multi-stage thematic analysis was used to identify themes within my data (Braun and Clarke 2006; Creswell 2014). This approach allowed me to produce an in-depth study that examined the reality that existed in a multi-institutional partnership, and the relationship between power and voice that was expressed during the partnership.

The interviews were recorded and a transcription service was used to transcribe the interviews. I reviewed the transcriptions against the recordings to ensure accuracy and the transcriptions were sent to all the participants to review and make amendments, if required. The transcribed interviews were then entered into NVIVO software for further analysis of themes as they relate to the identified key concepts listed below. Two themes were identified as per my theoretical framework, power and voice. Based on the literature review, and from the participants' responses to the interview questions, codes were developed for the analysis of the interviews and the project documents. All participants were asked the same interview questions and I chose to present the northern and southern perspectives of the responses. The following codes were developed.

Table 3.2 - NVIVO codes

Code - Theme	Code - Sub-theme
Power	Colonialism
	Equality
	Funding; Budget, Money, release time for faculty
	Leadership; hierarchy, relationships
Voice	Communication; reporting
	Culture; local knowledge
	Empowerment and Suppression

Other themes emerged from the interviews, which were also coded in NVIVO. These included the participants' perceptions and comments on their interpretation of success in partnerships, recommendations, and training.

Other forms of data were collected and a discourse analysis was conducted on partnership-related documents, such as PAPR Policies and Procedures, PAPR Milestone reports, Mid Term reports, and Activity reports. These documents were discussed during the interviews and the conversation revolved around the origin and the language used in these documents and how people contributed to these documents. This was also entered into NVIVO software for further analysis of themes as they relate to the identified key concepts and established codes.

Data analysis can be defined as “*a systematic search for meaning... organizing and interrogating data in ways that allow the researcher to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques or generate theories*” (Hatch, 2002, cited in Otieno 2012, p. 61). A thematic approach was undertaken in the collection of the qualitative data from an inductive lens and framework. This lens will provide a “*transformative perspective that shapes the types of questions asked, informs how data are collected and analyzed and provides a call to action or change*” (Creswell 2014, p. 64).

3.3 Ethics

Ethical consideration was important in this research, considering the various power dynamics that existed in this partnership. Participants from the North and South had different roles, which impacted their relationships, their ability to express themselves, and their lived experiences throughout the project. As described by Yin (2014), it is important to protect the participants in my research and steps were taken at various stages to do so, including the design of the research, the data collection process, and storage and anonymizing the subjects.

I was a researcher from the North involved in a research project involving higher education institutions from the South and North. Accordingly, it was crucial for me to exercise great sensitivity to the perceived relationship between power, authority, and positionality, and to reassure my participants that responses to my research would not jeopardize or influence outcomes of any future partnerships (McEwan, 2003, as cited in McFarlane 2006). I was sensitive to the fact that some faculty members or stakeholders participating in my research might assume that responses to my research questions could impact their future eligibility for funding for projects. Participants were anonymized in this research, but it will be harder to secure anonymity in a project, when participants all know each other. This project was completed three years ago, which helps reduce the threat or the risk of repercussion of participating in this research or providing sincere answers. Informed consent was offered in all instances of data collection. A letter of invitation to participate in my research was sent to the various stakeholders in the PAPR project. I sent invitations to other administrators and faculty members of the various institutions to recruit potential volunteers for my research. Twenty-nine people were contacted and a total of twenty-six were interviewed.

Ethics applications were submitted to two institutions. One was submitted to the University of Bath and the second was submitted for approval to Vancouver Island University. The ethics application and processes used in data collection were compliant with the Tri-Council Policy Statement on ethical conduct for research involving humans (TCPS 2014). No data collection took place until ethics applications and approvals were received. Before the start of each interview, the participants were asked to review and sign a consent form describing the research, their role in the research, how data would be stored and used, and options for identification in, and withdrawal from, the research. Transcripts were

returned to the participants for review and editing for a period of one month. If participants did not comment or asked to be removed, ongoing consent to use the data was assumed.

3.4 Limitations of design in method chosen

I believe the most significant limitation in this study was the fact that I was a researcher from the North studying the imbalances of power through voice in partnerships between the North and the South. Participants in my research might be somewhat hesitant to be fully honest or truthful during their interviews in the fear that it might impact potential partnerships and access to funding for future projects. At the beginning of the interview, I informed my participants that I did recognize that I was a researcher from the North. I reassured them that the data that would be provided in my research would not impact their future access to project funding, and I mentioned that I would anonymize their responses. I believe that traveling to meet with the individual participants at their institutions for the interviews also gained me some trust. I explained the purpose of my research was to uncover some shortcomings in the facilitation of voice from partners in higher education international partnerships processes and policies. I further explained that the goal of my research was to inform future partnership practices, enable opportunities for partners to truly express themselves during the partnership, and improve the overall experience for all partners involved. The participants also had the opportunity to review the interview transcripts.

The role of reflexivity in qualitative research is an established method used by researchers to “*legitimize, validate, and questions research practices and representations*” (Pillow 2003, p. 175). Reflective practices applied during the research process builds knowledge and provides awareness of the “*social workings of our social worlds but also provides insight on how this knowledge is produced*” (Pillow 2003, p. 178). This was an important process in my research, as Watt (2007) explained, reflexivity added trustworthiness to my study and it helped to “*clarify my thinking, values, purposes, and beliefs*” (p. 94). This process also continuously reminded me of my position of privilege as a white male from a northern institution and its potential to influence the different phases of this research study. I kept a journal of notes and wrote comments after each interview reflecting on my perceptions of the interview. As mentioned by Pillow (2003) and Watt (2007), including reflexivity helped to connect the participants’ experiences to the literature and assisted me in remaining

self-aware during the process, creating transparency and producing an accurate analysis of the events described during the interviews.

Focusing on one case study does have its limitations, but it also afforded me the opportunity to do an in-depth study of a multi-institutional, complex partnership involving many partners. Focusing on a single case study is an accepted method of research and it “*is incorrect to conclude that one cannot generalize from a single case*” (Flyvbjerg 2013, p. 8). This is also supported by Ruddin who states that a “*case study is a comprehensive examination of a single example, but it is not true to say a case study cannot provide trustworthy information about the broader class*” (Ruddin 2006, p. 799). Yin (2014) also presents various rationales for the use of a single case study design, which include the unusual rational and the revelatory rationale which is applicable to this research. The PAPR project was structured slightly different from other international partnerships as the funds for the project were equally divided to be managed by one institution in the North and one institution in the South. This partnership structure, defined in the agreement, creates an opportunity to explore power and voice between not only the northern and the southern partners, but also between the southern partners in Ghana and Tanzania. This case study is “worth conducting because the descriptive information alone will be revelatory” as the case has the potential to uncover an understanding of complex multi-national partnership (Yin 2014, p. 52). This unusual case provides “findings [that] may reveal insights about normal processes” and “the value of [this] case study can be connected” to other higher education partnership studies (Yin 2014, p. 52).

The trustworthiness of qualitative research has often been questioned by researchers; therefore, to guarantee rigor, Guba’s well-respected construct was employed in this research (Shenton 2004). Credibility, transferability, dependability, and confirmability are the criteria that define Guba’s construct, which has been adopted by many qualitative researchers (Shenton 2004; Carcary 2009). This research applied the case study methodology, a well-established and tested qualitative research method. The selection of participants, the time invested in the familiarization of the various participants’ culture and environment, and the personal face-to-face interviews, all contributed to the credibility of this research. Participants were also anonymized in this research and had the opportunity to review the transcripts of their interviews. To establish transferability of this research, the findings and results were analyzed and compared to the established literature on North and South partnerships. To gain

an understanding of a social phenomenon such as North-South relationships can be a complex process, and can require “*several studies rather than one major project conducted in isolation*” (Shenton 2004, p.71). The results of this research can be added to similar studies and contribute to the body of knowledge in higher education management to assist in future partnerships between institutions from the North and South. Details concerning the research process and design and the extensive data gathering process and analysis was provided to help address the dependability criterion of Guba’s construct. To address the confirmability criterion, a diagram displaying the step-by-step research process is provided in Appendix C demonstrating how the data was collected and analyzed to ultimately form the proposed recommendations. The researcher’s potential biases and the research methods’ shortcomings were addressed in this study, which also contributed to confirmability.

Chapter 4 – Findings

4.1 Introduction

The focus of this chapter is to provide the analysis of the perceptions of the participants in the PAPR project and present the key results of this research. These findings were instrumental in gaining a better understanding of the influence of power from the various participants in an international partnership between the global North and South, and the impact it had on the abilities of partners to communicate their needs and concerns.

This chapter will provide a summary of the key findings which answer the following sub-questions, which directed the investigation.

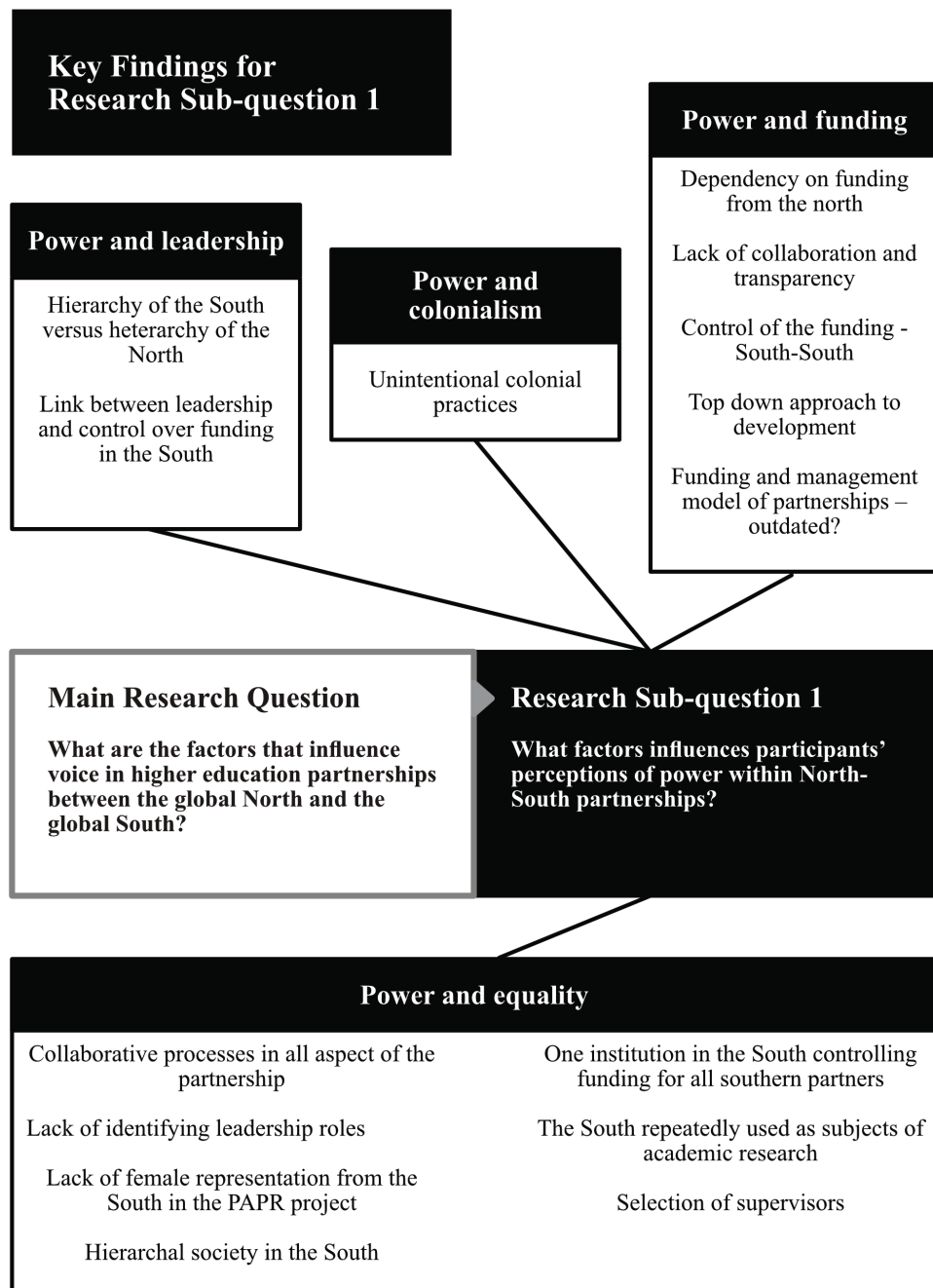
- 1) What factors influence the participants' perceptions of power within North-South partnerships?
- 2) What are the elements in higher education partnerships that impact facilitation of voice for all partners?
- 3) How do the lived experiences of higher education partners influence their ability to freely and truly express themselves within the partnership?

During the interview process, some participants also shared parts of their experiences in other partnerships that they believed to be either successes or failures, which added to the richness of the data and further contributed to this research. Participants involved in my research study were academics and most were eager to participate with the desire to contribute to overall knowledge and improve practices in international higher education partnerships. As previously mentioned, the literature refers to the South's voice as being interpreted with a northern lens and interpreted in a western language, therefore, quotes from participants were not altered to respect and properly represent their voice.

4.2 What factors influence participants' perceptions of power within North-South partnerships?

Figure 4.1 provides a synopsis of the emerging themes from the participants' responses to the first research sub-question and introduces the data presented under each of these themes in the subsequent section. Figure 4.1 also provides an overview of the key findings from interviews with northern and southern participants describing how the various themes of colonialism, equality, control over funding and leadership have influenced the northern and southern perception of power within partnerships. Special care has been given to the representation of the participants' perspectives to avoid altering their voices and filtering their responses through a northern lens.

Figure 4.1: Key Findings for Research Sub-question 1



4.2.1 Power and Colonial practices

A Northern perspective on colonial practices

Selection of supervisory team.

Africa is said to be in a post-colonial era, but unintentional colonial practices can still be found in the processes and protocols of higher education partnerships. In the PAPR project, these unintentional practices were reflected in the selection of the supervisory teams of PhD candidates and project funding processes. The analysis of the interviews and comments made by participants indicated that the supervisory teams of PhD candidates were all professors from northern institutions. When northern participants were asked about the lack of African scholars in the supervisory teams, Northern participant T, the northern lead of the PAPR project, stated:

in retrospect I wish we've done a better job with that of including or finding African scholars... That's a regret that we didn't do a better job of finding African scholars, academics to serve on committees. At the time it was a combination of a really short timeframe. And a committed – sorry, core group of Canadian academics really wanted to be involved with the students. And so we didn't have a shortage, right?

The same question was asked of other northern academics who supported Northern participant T's comments, but also offered their perspectives. Northern participant Q believed that having southern academics as part of the supervisory team could have diffused any North-South relationship tensions that could have existed between a supervisor and student, and that “*it would have helped the Canadian supervisors just in terms of being in touch with what is going on, on the ground*” and “*it would have actually represented more of a partnership*” as the student would have experienced a different and more inclusive supervisory support from a cultural perspective. Northern participant T did recognize this and believed that:

it would have made a difference, I think it would help on the sort of the academic continuity side. Well, one, if I would have their experience being having somebody to talk to about local context and realities. And two, it probably would have helped them continue to be fruitful academics afterwards by helping build their network.

Northern participant R mentioned that universities were “*another example of institutionalized colonialism – Universities are inevitably instruments of colonization in general*” and believed the PAPR project to be an unequal partnership as all the supervisors were from the North. She did state that most of the research and “*PhD theses were written by southern scholars and they stand as legacy of the project and [is] very proud of that.*” Northern participant X considered that having African scholars as supervisors would make a difference but was not convinced that it would “*change the ultimate power of the decision-maker if the funding is coming from Canada [since] he who holds the money has the most power.*”

Project funding processes: dependency on the North

International partnership funding processes were also identified as a challenge, if not the most significant challenge in this partnership. As Northern participant R said in her interview, “*money was the root of all evil in community development because it creates dependency, there is no getting around that.*” As previously mentioned, the budget was supplied by two different funders, with money divided between the North and the South, giving each of them control over their own budget. Northern participant W indicated that the PAPR funding model was somewhat different as the funding was split in half: with the Social Sciences and Humanities Research Council (SHRC) funding the Canadian research partners and International Development Research Centre (IDRC) funding the activities taking place in the South. Northern participant W specified that the PAPR project “*as a model, a structural model of collaboration would be quite different than you would see in most projects historically or and currently*” with the funding divided between the North and South. Northern participant W also spoke to a shift in the way that “*foundations and organizations like IDRC that would fund directly southern researchers, to engage some of them*”, would then invite northern academics to participate in the project. He mentioned that it was interesting to see how that has shifted the relationship dynamics within the partnership and how interesting it is to see that evolve. He also emphasized that it was not all about an asymmetrical power relationship but that “*institutional support asymmetries*” also exist in these partnerships.

The challenges of dependency on funding from the North was a common theme among the northern participants. Northern participant R indicated that there is still a heavy dependency on the north to provide goods, and that in this partnership, *“it was just huge and we were going to the communities and then they say, we need this, that and the other thing, because they have been trained to do that.”* This comment was echoed by Northern participant Z who said that the North is *“always perceived as maybe a way to access resources or trying to get something. And that I think that's pretty normal.”* Northern participant R also indicated that *“even the organizations, [community partners], wanted money. More money than was available for them.”* Northern participant Y also spoke to the continuous dependency on the North to provide the support and funding for projects and indicated that the South would need to learn grant writing skills and apply for funding independently to further support projects that may be ending. She mentioned how in a previous project, partners from the South depended on Canadians to *“bring some more funding”*, but when the Canadians did not provide additional funding, the project *“just sort of dissolved.”*

Project funding processes: distribution of funds in the South

Northern participant T indicated that he had signing authority over the Canadian budget and that he would always ask for advice from his executive leadership, which included Canadian and African scholars, before engaging in major expenditures. He also indicated that one institution in Africa was responsible for the budget for the two countries in the South. If there was disagreement in the South over the management of funds or if one:

partner was sort of unhappy with the flow of funds or whatever, I would regularly step in and say can I help, here's my perspective on things, is there a way we can use our funds, the Canadian funds to defray what you're dealing with and to support what you're doing.

Nearly all participants viewed Northern participant T as the leader of this project and spoke highly of his abilities to work with people and manage the relationships within this project. The South often referred to him when conflict would arise. With one university in the South responsible for the budget for the four universities and community partners in the South, one participant mentioned that an organization involved in the partnership *“felt like they were in a colonial relationship with the [organization that] controlled the budget”* since

they would not always release money to them on time. This was causing some serious challenges in the partnership and the leader of the northern partner was often called upon to try and resolve some of the issues on a southern partner's budget for which he was not responsible.

Interview fatigue

A recurring theme during the interviews was the complaints or frustrations that were expressed by various communities concerning interview fatigue and constantly being studied as communities. Northern participant Z said she would often hear the communities express that they “*don't feel like they're getting anything out of the relationship*” and are “*hosting all the time and they're being subjected to research all the time and being asked these questions or being asked to facilitate research for foreigners*” and when the “*institution is done, they're just done and they go, 'bye', and that's it.*” Northern participant Z further elaborated and stated:

Certainly, the colonial history all plays a part in this, ...it can feel very much like there's still this sort of power dynamic colonial relationship where organization outside of this country is the one that's sort of controlling what happens to meet their ends. And that people within the global South are still being subjected to or studied or being used to produce research that other people will benefit from more than they will. And it still feels like in many situations that organizations in the South are being asked to do a lot [a lot of emphasis on “a lot”] and then, they might get a few little things out of that which might seem like a huge prize at the end of the day, but that's just because there's no context for them maybe controlling the whole project or like -- or seeing what else it could be like, right?

This perspective was echoed by several of the northern and southern participants in this partnership, which prompted more questions surrounding colonial legacies and practices. When participants were asked if they believed that some residue of the colonial past still existed in these countries in the South and in this partnership, Northern participant O agreed, but did mention that “*it's waning but it's still there. The West is still seen as we're worthy, yeah we drop in, we come from powerful countries, obviously know more, have more.*” Northern participant L's response to this same question was somewhat similar:

I think it is but it's living in the post-colonial but the impacts of colonialism is still there..... But because Northern participant T is from Canada and the North bringing the money, if Northern participant T says you guys don't come this week, come next week, everybody will say yes, sir. Because they feel once he says we have to accept it. So people would just take it because he says so, out of the colonial respect.

Northern participant L also added a different and interesting perspective speaking to the intentions of the North: *“Is this the colonial – post-colonialism in the sense that is the North giving you the money to do the research to develop yourself or giving them money for you to do the research to develop the North?”*

Northern participant R believed that many of the challenges *“were bureaucratic, financial and to a certain extent some human relations as well as the fact of this dependency thing.”* Northern participant R also shared that they believe that Africans and First Nations people, and rightfully so, *“are distrustful of us as representative of colonial, dominant society”* and they are not speaking of the partners in the partnership but of the various communities that they worked with. This topic will be further expanded later in this chapter when addressing the issue of communities that are *“research fatigued”* and see no benefits in participating in these research projects.

A Southern perspective on colonial practices

Not meeting the needs of the South

This section will explore the themes of colonialism and colonial practices in the PAPR project. Lack of southern supervisors and the implementation of northern-centric policies and procedures in the South are some examples provided by participants as influencing the power dynamics in the relationship. Dependency on the North to continue to provide funds to the South was another common theme throughout this research. Financial dependency could be interpreted as a continued form of colonial practice, which does not seem to have subsided over the years.

Southern participant E highlighted that funding agencies are not always meeting the needs of the South, since in recent years, agencies have only provided funding for capacity-building initiatives and they no longer pay for infrastructure, such as buildings and vehicles. Southern participant F agreed with Southern participant E, and added that the South requires more autonomy with funds, and that they often receive proposals for projects that are unrealistic or do not meet the needs of the South. He suggested that project funding requests should be done collaboratively, similar to “*the PAPR project [as] it was developed together, the requirements between us and them, we needed some people to do training, to do their PhDs and everything. So at least it's within our demand.*” Southern participant G, in concert with Southern participant F, said that there is:

not enough input from the South in the writing of the proposals; after all, a number of the projects many of them become structured with little input from the local. You have somebody with an idea and ... What I learn is like, what I feel nowadays is that the western have so much abilities to mobilize funds for the research and in Africa there is more issues but there is no money.

Collaborative funding request

Southern participant G explained the importance of the process in the development of proposals and making it more inclusive, having some seed money to develop the relationship and to write the proposal based on local needs. Some of the participants underlined the importance of having someone from the North involved in the process, as Southern participant D mentioned that when completing international funding applications, you have better chances of being approved if you have an “O’Brunie” (a white person) as one of the applicants. He also indicated that the students wanted to complete their degrees in the North as there is the perception in the South that a degree in the North is valued higher than a degree completed in the South.

Southern participant G spoke to the vast number of projects and funding that is provided to the South, which he believes are not efficiently being administered:

Even now if you go to the database of the country you can find thousands of projects going on in different parts of this country each year. But, why is

there no change? A lot of the funds are pumped to come from the west coming in the southern to implement several projects but very gradual changes are happening in the targeted people who want to address that problem. So, my view is that in any kind of projects developed whether it's a knowledge base, we should create a room where we can leave a mark to the local communities.

He firmly expressed that he believes things are not really changing in his country and, “it’s so disappointing when they see that five years of the project, six years of the project then they remain as they are at the beginning.”

Southern participant D spoke of a personal experience with a scholar from a northern country who made promises of collaboration but in the end just used him and disappeared after she collected her data. The scholar from the North was building her career profile and did not contact the participant once her project was completed. Southern participant D expressed that he is more careful now when collaborating with the North. Southern participant K speaks to the general perception in the South of having northerners as partners and how it represents having access to funding. Southern participant K provided an example of his student’s comments:

So, this kid comes to me that he wants to travel outside to study because he sees me all the time with white people. I’m like why? He’s like yeah because you’re with white people means you have funding. I was like it’s not what you think, so to me if the outside world knows this it is possible that we get more students coming to our faculty because they think we have an international relationship.

Some of the southern participants expressed that they continue to require funds from the North and are dependent on those funds to continue their research and development. Southern participant A stated:

I have done with my research but I still want to continue my research in these communities. Even share whatever knowledge I obtain, but there isn’t any formalizing by giving source funding to do it. I think the last time we spoke with [the funder], at the completion of the project, he informed us that there was that possibility.

Meeting the requirements of the North

Processes, policies and procedures from the universities in the North and in this partnership, unintentionally, reflect subtle colonial nuances of control. Southern participant G was a PhD funded student in the PAPR project and he spoke of the multitudes of challenges he faced when trying to meet the university requirements of the North to access higher education. One of the challenges was meeting the English requirements of the university, even though he completed his education in English as his country was a former British colony. He needed to take the TOEFL exam, which caused financial hardship due to the expense of the various trips traveling several hours to another city to complete the exam. It would be interesting to learn of the locations of the other English-speaking countries that require the TOEFL exam to complete the application process of northern universities. One wonders if they are all from the South. Another example of a subtle colonial nuance of control was provided by Southern participant D who spoke to an argument with a supervisor; *“It was one of yeah, I remember that somebody like [him], he was arguing over everything. One-day [the supervisor] said, hey man I'm in control here.”*

Interestingly, participants from the South did not believe that having PhD supervisors from both North and South would provide any significant assistance in their academic journey. Some believed it would have complicated matters due to the different academic systems from the North and South and the imbalances of professors' workloads. Southern participant G stated that:

having one scholar from Africa and one from Western still I think might find it difficult in the sense that there'll be much contradictions between the different background of helping students, because then the Western we found out their own systems of assessing and guiding the students, and in Africa have quite different system. So I think the situation might be more challenging.

Workload imbalance between North and South

Southern participant F spoke to the excessive workload and the shortage of professors in the southern institutions:

so somehow those differences, African professor and that probably most of our institutions employ very few people, their professor would be too much busy with their administration work they won't even get time to read your work. So it wouldn't have a critical read and it probably would take you years for you to graduate.

He also strongly believes that the professors' workload from the North is more manageable and stated that the professors he met *"are committed, we send our work to professor in the evening and in the morning the work is already there, that was very serious commitment."*

The North, through this project, tried to balance the power dynamics between the North and the South by dividing the budget and appointing one university in South as the managing institution of the budget for all of the partners in Africa. Though the northern participants were well-intentioned, this created division between the southern partners by reflecting past colonial practices. Southern participant A explains that by:

just appointing them as the country heads [one southern institution as the budget holder], having the authority in relation to what happens, and per their terms of reference it was an obvious power that you would have given to these people....if you can control all the resources there is in Canada then you can control almost every aspect of me, that was very clear and then the other aspect is if you also give them this opportunity, then informally as well, the obvious one, then they can also control people under them.

Southern participant I, a government representative from the South, explained how the North *"feel every society have to move through the way they are moving"* and in project proposals the South is often *"being told you have to do this you have to do that"* but highlighted the significance of the South *"moving in its own pace."* This is a form of control, even if considered well-intentioned from the North. She insisted that the South is a different society and *"if you jump that means, there are things that will not work because you have*

different stages of development.” This significant statement was echoed by Northern participant R who stated that *“changes needed to come from within and it’s not necessarily the North that can bring on that change.”*

This section presented several references that were made by northern and southern participants reflecting on the theme of colonialism and colonial practices in the PAPR project. Some of these references included the lack of southern supervisors in the PAPR project and continued implementation of northern-centric policies and procedures in the South. Some of the southern participants also mentioned how the North continually extracts data from the South to meet their own professional needs. Participants from the North and South explained how the funding model continues to foster a sense of dependence on the North, heavily influencing the power dynamics in the relationship. These are a few examples which demonstrate the significant influence of unintentional colonial practices on the northern and southern perceptions of power within partnerships

4.2.2 Power and Equality

A northern perspective on equality

Balancing power through governance

The PAPR project engaged in inclusive partnership practices trying to balance the power relationship between the North and the South through the governance model. The project included some of the southern partners in the decision-making process, facilitated an inclusive communication process and divided the budget between the North and the South. The PAPR project proposal stated that this alliance would be composed of two universities in Canada, including three academics who *“will share responsibility for project coordination”* (Murray 2008, p. 12). The proposal indicated that this would be an equal partnership with the two southern institutions that were involved in the project (Murray 2008). As this project evolved, more partners were enlisted and the partnership expanded to include two more southern institutions and community partners. Northern participant S commented how *“the ideal is sort of co-management where sort of expertise from other or the academic world or wherever, the institutions of Parks Canada are matched with local knowledge and local competencies and local interest and that’s an ideal.”* These efforts certainly did increase a

sense of equality within the PAPR project, but certain participants did identify challenges and suggested some areas of improvements for future partnerships. The following are examples provided by participants about their perceptions of inequities from their experiences with the North–South partnerships or with the PAPR project.

Budget

Northern participant U, firmly stated that *“to start a premise that you are looking for equality I think is flawed. The one with the money will always be dominant. It’s just the way of life?”* The fact that money is usually supplied from the North seems to be the catalyst that prevents an equal partnership between the North and South. This resonated with Northern participant AA who said he does not like the word equal but says that *“things could be more balanced.”* Northern participant AA indicated that the working environment in the South is challenging at times due to *“the way people work”* in the South, and that sometimes the institutions in the South do have control over the partnership as they control the funds which are indirectly supplied by an international northern partner. Based on his experience, Northern participant AA indicated that the southern institution that has control over the funds can invite other institutions to participate, but what often happens is the institution who receives the grant in the first place often decides to try to do it by themselves, to keep a larger portion of the funding. He indicated that some partnerships that don’t do well tend to micromanage budgets and *“don’t give power to local partners.”* Northern participant AA’s perception was that some of these partnerships had *“way too many partners for the budget, so of course, nobody’s going to get any money and all the money is hoarded by the big players, right?”*

Many of the participants agreed with Northern participant AA and echoed some of his comments. Northern participant L said that it was hard for this partnership to be equal since the North controlled funding and education requirements, which further entrenched a sense of colonialism:

the North fund it, the money was coming from the North. The funding application was developed here, the money for Africa went South. But the North still had the money, the students were coming North to study. So if you look at the dynamics, the North had quite a lot of control because all the

students came to the North to study. Their money came from here some went there, the movement of traffic, the scheduling was all in control from the North.

Budget: power asymmetry in the South

From a funding perspective, Northern participant R indicated that splitting the funding might have created what seemed like a balance between the North and the South, but instead created a divide between the southern institutions. The divide was caused by appointing one university in the South as responsible for the whole budget for Africa, which reinforced the power differences between the southern partners. Northern participant R believed that the IDRC wanted to put the money into the hands of the Africans, but ended up creating a bureaucratic nightmare and sometimes adversarial environment for African partners. Northern participant R suggested that the money should have been divided between all the institutions in the South to create that sense of equality amongst the partners. Northern participant Z agrees with Northern participant R and said, since one group managed the budget, it gives others the impression that they did not have the same amount of control or access to the decision-making process. Northern participant Z believed that there is always a power imbalance in big projects like this and more time should be spent at the beginning of the partnership providing an environment, in which to have some of those hard conversations concerning budget, processes, and protocols. Northern participant X also agreed with these participants and reaffirmed that *“he who holds the money has the most power”* and had *“the ultimate power of decision-maker.”* Northern participant U, who has worked for many years in the South, also indicated that it was difficult for the partners in the South, including communities who were *“still lacking confidence to speak out against the external partners who have more power and money.”* The funder had good intentions in dispensing the funding between the North and the South, but may have lacked some understanding of the type of power asymmetry it created between all the southern partners by appointing one institution in the South as the budget manager for all the southern institutions.

Northern participant T explained how the North distributed their funds differently from the South as they had a different funder who provided them with more flexibility with their funding. The North only had one PhD candidate and chose to distribute the rest of the funds in the creation of post-doctoral opportunities. This had created some perception of inequity

amongst some of the participants in the South, who believed the North had access to more funding as they were not privy to all of the information of the different funding agencies.

Northern participant P explained that these partnerships can technically never be equal, but there is mutual respect between the partners that had been built through collaborative meetings and field trips with all the countries. These personal interactions contributed to the respect that developed between the partners and made the partnership “*as equal as it could be.*” Funding and financial resources were not the only reasons for creating perceptions of inequality within this partnership. Northern participant Q stated that if the PAPR partnership had “*more Canadian learners as well within the mix and more [southern] teachers in the mix, [this] would have just made it that much more balanced.*” Northern participant R mentioned that some of the northern and southern partners has had a previous relationship, as they had just completed a partnership prior to the PAPR project, which might have influenced some of the power dynamics in the relationships. She also said that it was not a very equal partnership, as all the supervisors were from the North.

Imbalance in knowledge and output: locations and representation

Northern participant X believed the partnership to be unequal from the start as the proposal indicated that most of the study sites were in Africa and very few of them in Canada. There was also significantly more representation of partners from the South and there would “*be an imbalance in knowledge and outputs in this partnership*”. Interestingly, Northern participant X also perceived that Africans were not a part of some of the decision-making process, as they were not a part of the executive model for the governance. Northern participant O seemed to disagree and was proud to state that it was a shared leadership model and that southern partners were identified in the proposal and participated in the decision-making processes. Northern participant R agreed with Northern participant O and said that they had hosted many meetings and had asked for feedback in creating the agenda but she also believed that the agenda had been mostly driven by the north. Northern participant S also mentioned that tensions had emanated from the partnership, with the decision-making process in the South, as the original proposal was not “*setup as a three-way*” partnership. This demonstrated the northern participants having different perceptions of the level of

engagement and participation in the decision-making and agenda-setting activities in the PAPR project.

Resources, investment and workload

Northern participant W, one of the funders, indicated that his organization's constitution required half of their board of governors to "*be from low middle-income countries.*" This supported the funder's philosophy of fostering and trying to provide an egalitarian, collaborative, supportive, and capacity-building environment for their funded international projects. Northern participant W indicated that there is a cultural difference between the North and South in the understanding of the value of investment in research, which impacts international partnerships. The South has limited expenditure for research and makes it difficult for "*southern collaborators to insert themselves on par in a funding power relationship with northern partners.*" He also added that southern faculty workload requirements, as compared to their northern colleagues, are significantly different, since faculty in the North "*often get releases to work on international projects, but the southern institutions lack the resources to release their faculty members to work on research.*" This example provided by Northern participant W demonstrates the disparity in research investment from the South in international partnerships. All the participants spoke highly of the very effective support the funder and coordinator supplied to the institutions, both in the South and in the North throughout the PAPR project. Northern participant V perceived a disproportionate level of resources between the northern and southern partners "*in terms of administrative support*" impacting project management processes. He indicated that this difference in resources between partners "*impact[ed] that power relationship which then impact[ed] the ability to function effectively as a team.*"

Gender

There was also a lack of equality from the perspective of gender representation. Only the female participants in the partnership, who included supervisors and community partners spoke to the lack of gender equality in the partnership and how all the African students were men. One of the participants mentioned that they had met a female applicant, but her application was never forwarded to the northern university from the South for consideration. One of the participants coyly made the following statement; "*So, which has got to say are all*

the intelligent people in Africa and Ghana who could be on the project were they only men, probably not.”

A southern perspective on equality

Budget

The southern perspective on power and equality within this partnership was similar to the North. Southern participant H, who was involved in this partnership from its inception stated that:

balancing power is not possible, there will always be some degrees of imbalance. If you balance, you still need to have someone that is in a higher position. The way the project was conceived, in terms of sharing was done well. Country coordinators had their own power – they had the responsibility to ensure that projects were implemented and monitored. It is not only the funding but it is also the nature of implementing a project. In any project, you need to have a certain hierarchy.

Southern participant E believed that the financial proportion and distribution was not equal with the North. He did say that it was equal within Africa but that they had no say over the funds which were allocated to Canadians. These statements would indicate that he might not have been aware of the equal splitting of the funds and might not have realized that the North and South had different funders and priorities to accomplish, as indicated in the project proposal. Southern participant E did state that he felt it was an equal partnership when it came to decision-making, as they would have annual meetings in alternating countries and everyone had been brought together to discuss the various issues and decisions that needed to be made.

Communication

Southern participant A stated that leadership was equally shared, but also mentioned that in reality, the northern lead “*had the power to influence what was done.*” His perception was that changes in the reimbursement for students that were prescribed in the partnership documents were altered and that these changes were usually made by the northern lead. Southern participant A trusted that the managing responsibilities were shared, but strongly

believed that “*those who control the aspect of the resources*” did not fairly allocate them between the partners. This is the perception of this participant and could be attributed to miscommunication or a lack of transparency in the project administration, but as previously mentioned, the North had no control over the southern budget.

Resources

Southern participant G explained how it was difficult to have an equal partnership between the North and the South when there was such a large gap between resources and stated that:

if you look at the reality on that kind of partnership, it's one-sided, that you are with power on one side where are people that invest in you, but you are not able to invest in them but you still call it a partnership.

Southern participant F believed that empowering institutions in the South, by giving them more flexibility over the funding, would be another step in equalling the balance of power between the North and South.

The struggles in this partnership were mostly experienced by the southern students, and the struggles were not all attributed to North and South relations. Southern participant E expressed that there was not equal treatment of students between the different partners and not all universities supported their employees and students for transport, data collection, and purchasing of computers. This created some stress for students trying to secure the resources required to complete their research, and fueled some tensions between partners. This was supported by Southern participant A who spoke to the protocols and distribution of funds and the lack of transparency in the partnership. He again mentioned the unequal relationship between the institutions in Africa that was created when the responsibility of managing all the funds was assigned to one institution. This was supported by Southern participant D who mentioned how the selection process of which institution would receive PhD funded opportunities, struggles over distribution of funds and how some partners wanted to keep the lion share of funds, contributed to the perception of inequality within this partnership.

Diversity and culture

Southern participant K offered a different and interesting perspective on equality in this partnership based on a lived experience. He mentioned that during their residency, their supervisor told the students that they were “*too emotional about what is probably not making [them] meet deadlines but that shouldn’t be.*” Southern participant K mentioned that he learned that Canadians separated their emotions from the issues, and addressed the issues first and then they brought in their emotions. What the North often takes for granted, such as wealthy library resources, accessibility, availability of technology, and classroom culture, created some significant challenges for Southern participant K in adjusting to life in the North. Treating everyone as equals sounds appropriate in principle, but one needs to consider the diversity and culture from within the partnership and not assume that everyone will react or have a similar lived experience under duress or stress.

Expertise and capacity building

Most of the expertise in this partnership was held by the North, including overseeing a large partnership, completing of reports, managing budgets, and supervising students. Northern participant T expressed that one of the outcomes of the project was to provide some capacity-building opportunities in the South. The funder provided training at one institution in Africa that was identified to manage the budget for the project for all the South, which included four universities and several community partners. Several participants, including Northern participant Z, Northern participant AA and Northern participant S, spoke to the “*lack of expertise in the South with the ability to manage a very large international project and accompanying budget*” and that “*financial management is pretty complicated in the south.*” Due to lack of expertise in the South and issues that were emerging between partners in the South, the northern leader “*had to rescue a lot of things*” and often “*had to take a more custodial role.*” One of the participants stated that it was not their preference, nor did they wish to become custodians “*but as a reality the project was stalling at different times because of in-fighting and kind of academic political issues.*”

The northern participants were not experts in every aspect of this partnership. The PAPR project was fortunate to have Northern participant T as the lead for the North, as he

had project management skills necessary to operate such a large partnership. Northern participant X mentioned that an academic's strength is research and he/she may lack the skills of managing a sizeable project, which requires conducting meetings, managing effective communication with the team, and running an effective governance model. Northern participant U's comments support Northern participant X's statement and expressed her frustration at the lack of comprehension from the northern partners of how things work in the South. Northern participant R did admit that she was an expert researcher but not an expert in capacity-building, as she lacked experience in that area:

that was capacity-building 101, like we're learning as we're going...but personally I felt I lacked the experience and the capacity to have the same level of confidence with that. I mean, if I had worked for IDRC or CNO or had a job in Africa for 10 years at some point, then I would have known what's likely to work, what's not likely to work and what the chances of seeing some of those community-based capacity-building things.

Northern participant S mentioned that there will be some tensions in partnerships, “*not just the culture thing but the personality thing, the individuals*” and spoke to Northern participant T's expertise and skillset in managing relationships and people issues. Northern participant S said he was not sure “*if there's anything that [they] could plan beforehand or anything different in the governance structure that might have made that smoother*” but believed that “*there's always something to be said for early planning and early relationship building.*”

As a solution to the above-mentioned challenges, Southern participant B spoke to seeking an external coordinator or an external agency to manage the partnership when there are so many players involved. Southern participant B suggested that since most of the activities were happening in Africa, it should be an African agency doing the coordination with no links to the partnership and they should be well resourced to effectively manage the project. This suggestion could provide a sense of equality and fairness amongst all the Southern partners.

As demonstrated in this section, several northern and southern participants expressed how they experienced equality in the PAPR project. Many of the participants applauded the leadership in attempting to be as inclusive as possible with their processes in the project, which included collaboratively writing the proposal, division of the funding between the

North and South and open communication. Even with these efforts made by the leadership, several of the participants stated that it was impossible to reach equality due to the North providing and ultimately controlling the funding. The Southern partners' perception of equality was strongly influenced by the distribution process of funded PhD opportunities and project funds. Other conditions influencing the perception of equality and power included gender representation, administrative support, release time for southern partners and investment in research by the different countries. These are a few examples of how equality was perceived by the various partners in the PAPR project. The participants defined equality based on their experience in the PAPR project and potentially other international projects, considerably influencing and defining their perception of power within the partnership.

4.2.3 Power and Funding

A northern perspective

A split budget

The following will provide and highlight northern participants' perspectives on funding. Northern participant T explained how the original proposal was for one budget funded by two different agencies. The proposal was accepted and funded, but one of the conditions of funding was to divide the budget between Canada (the North) and Africa (the South). This was a decision made by the funders. It was not an easy split as the proposal was not conceived that way and caused some challenges throughout the partnership. Northern participant T did say that *"to be fair, I don't know if we missed that and it was in the fine print somewhere that there was ever to have been two budgets, but I don't think so."* As previously mentioned, one partner institution in the South was identified as the manager of the budget for all the Southern partners, which included four universities and several community partners in two countries. As a result, the flow of funds would be managed and distributed through one institution in the South and the Canadian partner had no control over that budget. This added some complexity to this partnership as everyone within Canada and Africa saw Northern participant T as the leader of this partnership who ultimately had no authority or control over the African budget. Northern participant T could only offer advice and mediate some of the conversations when the African partners would approach him with some of their concerns.

Participants spoke highly of the funding agency IDRC and how engaged they were in the partnership and helping the African partner in capacity-building and managing the funds. Northern participant W did mention that the budget had some flexibility:

Reorientation of the budget to take into consideration opportunities or over or unexpected costs and all of this change right. So, in our model an opportunity to engage with the researchers to say, where are you at, how do things are evolving, what needs to change.

The funder identifying one institution in the South to manage the budget for all the African partners considerably impacted the northern lead's role in the partnership. Northern participant T offered an interesting perspective on the evolution of his role considering the changes in dynamics with the southern partners caused by the funder's decision to split the budget.

The Canadian as the originator of the project or the funding for the project for sure, this is, as I said before, we sort of come – get asked to serve as an intermediary or a dispute resolver ...that's not my job to try to forensically disentangle some financial relationship between two African institutions that I don't have perfect information about that anyway because I don't hold the budget but because of that perceived power dynamic, that was the role that I kind of got put into or Northern participant S and I kind of got put into.

Only participants from the South spoke to the inequality of the selection process for those who were funded to attend meetings in the different countries. Northern participant T explained that there was a process in the selection of the participants who were chosen to attend the meetings. He also explained how this was an example of how splitting the budget complicated things as it was not clear which budget, the North or the South, should be covering the cost of travel arrangements for the different participants. The selection was also influenced by the role of the person within the project, so if you were a supervisor or a student, then you had priority. People were also asked if they had external access to funding, such as professional development funds to help pay for their trip.

Disagreement resolution

Northern participant T explained how uncomfortable he was as the northern lead in this partnership and the position he was often pushed into when some of the southern partners had disagreements concerning project funds:

The same problem that we've talked about earlier some of the part of the organizations where students just really had to bang on the wall to get a response on travel reimbursements or workshop attendance, or research costs, or whatever and that became fairly difficult line for me to walk because I did not want to be micromanaging their budget, I couldn't because I couldn't see their budget, I don't know how much they spent, I didn't see their receipts, I didn't have it, a sense of where they were at, and I also just didn't want to be the Canadian asshole that's saying, "You got to spend your money this way." So – but we'd get involved where I could say, "Okay, we need – this dude needs to come back with his project, will you please make funds available.

Accessing funds

Funding challenges or distribution of funds was also identified by Northern participant Q, Northern participant M, and Northern participant R who stated that *"no challenges were identified with funding for the North and the people involved in partnership in the North. Paints a very different picture from what was happening in the South."* Northern participant U and Northern participant AA also spoke of the challenges they faced accessing funds from the southern budget holders to complete their research or community work. These lived experiences between partners in the South created and fueled the perception of being short-changed in the partnership.

Meeting the needs of the South

Northern participant Y shared that in the project which preceded PAPR, *"the funding went to the Canadian institution"* and the northern institution oversaw the dispersing all the funds. She stated that this was *"very much like a terrible power play of you know the Canadians are in charge of the money, so the [southern partner] essentially just tried to do whatever they could to appease what the Canadians were asking of them."* Northern

participant Y also explained how there was some disconnect between the proposal and what was identified to them as needs in the communities, that were not necessarily the most urgent needs. She provided the following example:

A big amount of the funding was to provide computers and printers and equipment for this office which turned into the BAREC office. So, we've got all of these computers and yet there was an electricity problem in the office. And I would say probably 80% of the time when we were supposed to be working in that office there was no electricity. So here you are with all this great equipment and yet it's completely useless.

Travel and visits

Northern participant Y identified that forty percent of the budget in the project, preceding the PAPR project, was dedicated to Canadians traveling south. She believed “*there was a bit of resentment [from the South], particularly when there was funding in the CIDA projects for Canadian students to come to [the South], but not for [Southern] students to come to Canada.*” To help address this, the participant also indicated that some of the northern participants, Northern participant S and Northern participant O:

figured out how to raise other money just to try and balance that out a little bit for the [Southern] students. But again, it is just so interesting, how could a proposal be written that would have helped Canadian students go to [the South] and not [Southern] students going to Canada.

Northern participant Y did indicate that in the initial stages it was found that the partners would do whatever the Canadians would ask of them to keep “*the perks that come with the project*”, which included visits to Canada by the partner institution lecturers and students which was “*essentially one of the main motivators.*” This was echoed by Northern participant N who said there is a culture or “*a certain expectation from Westerners because they come with things, they bring things.*” Northern participant N further explained that:

sometimes I thought that yes, those things probably are needed by the communities but I think it is important to break the dependency cycle of communities expecting foreigners who come in, to come with things because if you are a researcher you are a researcher...and you know

what I think Canadians are very nice so this perception that you have to take things with you, but I think it is part of the problem, it is the reason why sometimes things don't succeed.

Funding cycles

Northern participant U, a well-seasoned expert in community development, shared that projects require :

about 10 years of seed money to get community base conservation program up and going properly” and that this was just an approximate number. She indicated that the funding cycle model does not really work in her opinion. I questioned Northern participant U about exit strategies and she passionately said “what the hell is an exit strategy?

Northern participant U indicated that there should not be any exit strategy, that you do not start such a project and simply abandon the community. I followed with another question inquiring about the ability of the South to eventually stand on their own two feet and no longer require the assistance of the North. She further explained, and provided an example of a successful development project where :

they lived in the community for two years, started by giving them money for bicycles and uniforms for the rangers. Okay those days are long gone. What you do is evolving. Then we tethered it back and back and back. Then it is like a phone call every couple of months and just the key questions that the manager needs to ask me. Just to guide like this. It is important to stay with people and making it into a succession plan like there is a transition that is continuous.

Northern participant T echoed Northern participant U’s perspective and stated that funding cycles were a common complaint and challenge in community partnerships, as it “takes time to develop (...) trust and build on relationships and having a sort of personal project philosophy of capacity-building and training which also takes a lot of time.” Northern participant T mentioned how fifty percent of the PAPR budget was allocated to student support and believed that this “will produce a lot of long-term benefits and capacity-building” that only this project design could have facilitated, but also admitted that the design was not perfect. Even though the project has been over now for a few years, Northern

participant T proudly commented how “*the relationships are long-lasting and through those alliances the work has continued not necessarily as a whole group but different members of the partnership have kept in touch and have continued to work together.*”

Community partnerships

Northern participant U further explained the implications of funding and money in these international partnerships and what it represents in the South:

Money is power and lack of money is lack of power. You always have to be kissing butts to get a piece of that money....even with that you always find the communities are still lacking in confidence to speak out against the external partners who have more power and more money...Just in my small experience of it, power comes from those who have education, those who have money, those who have confidence, those who have birth right, those who have the lucky circumstances that they were born in a country where all of those things were free.

Northern participant X confirmed Northern participant U’s statement concerning the impact of funding on communities in the South and also added that in this project:

students really struggled with the amount of funding that they got and were living in poverty when they were here [in Canada]... and students were studying poverty alleviation. Northern participants worked hard at trying to remediate this challenge and further support the students during the project as students became like family.

This was supported by Northern participant V who provided another example and said:

It was a little ironic I think, you know, some of these instances because we were addressing poverty, poverty reduction, protected areas and yet, you know, one of my first outings involved a meal, I think at the shelter where, you know, dinner was probably \$50, \$60 a head. We were – we were quite almost extravagant in our travel cost given the fact that we were doing poverty reduction.

These statements provide significant examples of the disparity in funding and the influence it has on the perception of power between the northern and southern participants.

Allocation of resources

Northern participant AA described his experience near the end of the project, when his organization, as the community member in the South, completed the last phase of the project and was never reimbursed for their expenses. He explained that there were some mixed feelings around that as they *“don't have those kinds resources.... when you talked about closing out the project and connecting this community service it's a bit of a bitter taste there.”* This was supported by Northern participant P who stated that *“I think the NGO came out losing resources over that and in general, my feelings these projects should be trying to support NGO not take money from them.”* Northern participant AA mentioned that a solution would be complex, but that *“it all goes back to the funding mechanisms and who controls the money and how it's managed.”* He also mentioned that due to an established working relationship between the northern partner and one of the southern partners, his perception was that other partners would have received *“the short end of the stick.”* Northern participant P believed that *“a lot of it was related to internal politics in the African institutions and jealousy over allocation of resources and who has power over what and those kinds of things.”*

It seems that regardless of the measures that are put into place, such as an effective governance model, communication protocols, and the development of a sound relationship, money appears to continue to fuel conflict between partners in international partnerships. Northern participant T expressed that *“it's as simple as that, like, the accounting procedures, and the different cultural processes around money and the – and just the complicated nature of international currency... they infect personal relationships and the expectations... it corrodes the relationships.”* Still, Northern participant T also stated that, regardless of these challenges that they faced, the *“successes we have is despite the money problem.”* Often the North, as the provider of funds for the project, was asked to step in as an intermediary or a dispute resolver when it came to some of the financial challenges that were occurring between the southern partners due to the perceived power dynamic. It was a very complex project with two different funders with different reporting mechanisms and requirements. This was supported by Northern participant S who suggested that more extensive and intensive training should have been provided for the southern accountant, empowering him and possibly alleviating some of the challenges faced in this partnership.

Northern participant R believed that money in these relationships only reinforces the dependency on the North and reflects colonial practices. Northern participant R believed that the funder thought they were doing the right thing by splitting the budget between the North and South and that this “*was putting money in the hands of the Africans that the Canadians couldn’t touch and therefore “righting” that balance in some way but it turned out to be a bureaucratic nightmare.*” She suggested that all “*the partners all get a tranche*” of the budget to spend and to manage. However, by dividing the funds between all the partners would add to the accounting complexity of the project as the funder would be required to train and build capacity with six or eight different partners in budget management to complete the required reporting.

Northern participant S believed that the North collectively share resources and have a culture of collaboration within their organizations, but he believed that, in the “*African context, the tradition is more ... if there are resources, hold on to them. If you share them they’re going to be gone.*” He explained that, in struggling economies, people’s livelihood, including that of academics, are tenuous. It is normal for one to have more than one source of income and “*that’s a reality that permeates society, the insecurity of your livelihood*”, unlike the North, “*we don’t worry about our livelihoods too much*” as academics. There was also an imbalance or an inequality in the availability and access of funding to the students and participants in this partnership. Northern participant N and Northern participant V described the advantage of being in the North, where, unlike the students in the south that were 100% reliant on the project funds, northern students had the privilege of having the ability to apply for other pockets of funding in the North to support their activities.

A southern perspective on funding

Bureaucracy and allocation of funds

It was mentioned by several of the southern participants and explicitly by southern participant A, that it would have been “*better that whoever is the beneficiary of the budget receives directly the budget*” as they believe that the bureaucracy in their part of the world, and the lack of control of their portion of the funding, created some significant challenges in the partnership. This was supported by Southern participant E, who mentioned the challenges of transferring funds and how this caused some challenges for the students. Southern

participant B mentioned that in one situation “*one of the partners had overspent what was due to that partner and expected that the excess will be taken from the allocation to the other partners and give it to that particular institution.*” This caused some serious issues for the partnership and did not get resolved until the North and the South had the ability to assemble at one of their annual meetings to resolve the issue.

Southern participant E spoke extensively on the challenges of funding and management of money from within this project and other projects. In the PAPR project, Southern participant E mentioned the inequality of support from the southern institutions for students within the project. The budget and the institution’s in-kind contributions were supposed to provide the purchase of a computer, supply funding for transportation and data collection, and other associated costs. One of the institutions was not providing the support the student required, so Southern participant E’s institution got involved and helped the student from the partner institution. “*The University (...) did not supply some of these funds to their PhD student and the only support the student received was the project scholarship.*” This was also supported by Southern participant F, who stated that some students did not receive the matching funds that were to be supplied by the employer to help finance their studies.

Southern participant G stated that there was a lack of transparency with the disbursement of funds in the South, which caused some challenges in the project and fueled some distrust between the southern partners. He believed that if the full budget, including the amounts that each partner received, had been shared with everyone, then this would have alleviated some of the distrust in the partnership. He also stated that “*it’s not to say that PAPR was not transparent but it’s to improve any partnership project between the west and south, it’s very important to have that consideration.*”

Southern participant B, Southern participant H, Southern participant K, and Southern participant G also indicated that many of the challenges faced in the partnership revolved around the dispensing of funds from the North to the South and between southern partners. This included the lack of institutional interim funds for immediate project needs on the ground, which presented recurring obstacles. There was no support for research activities until project funds are received. Access to a vehicle was a concern; there was a purchased vehicle specific for the project, but sometimes the institution’s management would use it for

other university business. The lack of interim funds for day-to-day operations caused some hardships for students as they would use their personal funds and find their own transportation to collect data. When the students submitted receipts to the budget-holding institution for reimbursement, it would also cause additional obstacles: for accounting purposes, it was difficult to reimburse the students for their transportation costs, when the accountant indicated that they had a vehicle at their disposal. Southern participant H stated that the dispersal of funds was based on activities done and reports sent, and that they were struggling to submit progress reports on time, in order to prioritize funds disbursement so that project activities could continue. This statement speaks to the complexity and the demands of the processes required by the North in these international partnerships.

Management of money

Southern participant F indicated that in trying to equal the balance of power, more authority should be granted to the institutions in the South to give them flexibility with the funding, whilst still following the objective of the project. He gave an example of what he considered to be a successful project with Tanzania, South Africa and Germany, where all the money went to Tanzania and got managed on location. Germans were present during the project to train local people in project management, which also allowed for increased mobility, capacity-building, and project fund management.

Southern participant E and southern participant A spoke to the challenges of the lack of experience in the financial management of the lead institution in the South, and how this caused some conflict between the partners. He warned that his “*experience is that not all people work at your expectation and cheating may be there*” and emphasized that if you have “*a very good system of financial management it will be very easy to put someone to task. Like our college, we have a good system of financial management and easy to control people who are not honest.*” Southern participant E was not insinuating that there was any wrong doing in this project, but was simply stating that within these large international partnerships, the possibility of mismanagement of funds existed.

North to South versus South to South collaboration

Southern participant E also explained the difference between partnering with a northern institution versus a southern institution and stated that:

the partnership we had with the Canadians, to me, it had no problems. In case there was a problem it was minor. But when it comes to partnering with African countries, one of the biggest challenges are resources to sustain the partnership. Other partners can't even afford to contribute in-kind. So, this is a challenge.

This was supported by southern participant A who stated that he prefers working with someone from the North, since in Africa there are too many bureaucracies and often lack of funds and resources compared to the North. In contrast, Southern participant G found that it is easier to collaborate from South to South due to their similar situations, and that it is more difficult to integrate between North and South as the relationship is “*one-sided that you are with power on one side where are people that invest in you, but you are not able to invest in them but you still call it a partnership.*” In terms of the PAPR project, Southern participant D did not perceive any power imbalances in the PAPR partnership. He stated that people just recognized Northern participant T as the leader as “*he's bringing money and definitely we have to call it and we accepted it.*”

Imbalance in student living costs

Southern participant D, Southern participant A, Southern participant K and Southern participant G stated that their biggest challenge was the limited amount of funding that they received to study in Canada. Southern participant G said “*if I was in Tanzania for that amount I could be rich but in Canada it's like peanuts.*” Southern participant A stated that students were not involved in building the proposal and setting the budget for students. Since the heads of the institutions were planning the budget for students, he believes that the budgets were not realistic. Southern participant A stated that he was upset that there was no money available for students to return home to visit family or for family to visit him in Canada. He also said there was just enough money to pay for accommodation and food and there “*is nothing left for you to then go into restaurants, you have to be cooking yourself, nothing for a little leisure*”, which made it difficult to be able to participate in activities with students from the North. This was supported by Southern participant K who believed he was

rich until he arrived in Canada and realized how expensive the cost of living was in Victoria, British Columbia. At first, Southern participant K thought that he would be able to save enough money from his funding to put as a down payment on a house in his country. This demonstrates the lack of training or lack of information shared with students concerning the cost of living in Canada. Personal financial management in Canada is very different compared to living in the South and further training would have alleviated a lot of stress and some of the challenges experienced by the southern participants in this project. Southern participant A believed that Canadian students were funded at a higher level than the southern students and believed that they were further supported by the IDRC. This was not the case as the budget came from two different funders and the allocations to students were no different, but it is important to consider the perceptions of budgetary divides amongst participants.

Southern participant I said that regardless of various efforts undertaken, international higher education partnerships could not be equal due to funding, and if funding was not provided, then there would be no partnership. She highlighted that the partner with money has the power to let the partnership continue or not but did indicate that in some partnerships, even when there is no more funding available, the relationships persist.

Release time

Research release time from regular work duties, for northern participants involved in international partnerships is common and is usually well supported by northern institutions. This was supported by Northern participant Y, Northern participant T and Northern participant W, who also indicated that this is not the case for many of the southern universities. Northern participant W mentioned that:

there's the double burden of work. Most southern institutions do not provide equivalent research stipends or leaves to do it, so most projects that are sort of thought of, conceived as a North-South, the southern collaborator are doing this over and above what their regular teaching loads are.

This was confirmed by Southern participant E and Southern participant B from the South who mentioned how their responsibilities from work were not reduced in order to participate in this project and that they did this work on the side. Southern participant B mentioned if release time was available he probably would have been more successful and it

would have made it easier. He believed that everyone in the partnership, including the North, was in a similar situation and was unaware of the release time made available to the North by their institutions.

As demonstrated in this section, funding and control over funding was one of the most discussed and controversial themes in this study. Several of the northern and southern participants expressed how the division of funds between the North and South created some challenges for the partners in the South. In their attempt to balance power between the North and the South, control over funding was shared with the South. The North appointed one of the institutions in the South to manage the funds for the African partners resulting in a power imbalance between partners in the South. In the South, having control over funds represented a certain level of power and therefore influenced the perception of power between partners in the PAPR project.

Northern and southern participants provided several examples of various challenges in the South with the logistics of managing funding, lack of transparency and lack of experience in budget management. Contributing to answering the first sub-question, these examples further demonstrate how the funding in the PAPR project impacted and influenced the perception of power between participants. Examples of the disparity in funding between the North and South were provided and some of the participants also described how the South needed to continue to meet the requirements of the North to continue to receive project funding. These practices, resembling past colonial practices, reinforce, for the South, dependency on the North, and further entrenches the perception of power imbalance between partners. These are a few examples of how funding has impacted relationships within this partnership and has either empowered or suppressed partners in the PAPR project. As mentioned by one of the participants, it seems that regardless of the measures implemented by the North and the South, funding will continue to be a source of conflict in international partnerships. Participants' experiences with project funding in the PAPR project defined how funding impacted and influenced the perception of power within the partnership.

4.2.4 Power and Leadership

A northern perspective on Leadership

This following section will provide examples of northern participants' perception of leadership in the PAPR project. Participants also shared insights into the processes undertaken and some of the challenges they faced when they attempted to share leadership within the partnership.

Leadership culture

Northern participant L mentioned the difference between the North and South when selecting their leaders for a project. In the South, leaders were chosen based on their title or their job position not necessarily because they would be a strong contributor to the project. This caused some challenges in the management of the partnership due to the lack of involvement of the leadership team in the South. Northern participant O said that *"it takes a while to develop trust and to build the relationship"* but he believed that *"there always was and always will be for the most part in any organization this ability to be an equal partner, or be truly a collaborative culture."* He mentioned the differences in leadership culture between the North and South and indicated that the South was *"still a very hierarchical culture dominated by men and that it just sort of restricts in some ways what you can do"* and that it *"is slow to change in terms of hierarchal culture."*

Perceptions of leadership

When Northern participants were asked who they believed to be the leader of this project, different responses were received from many of the participants. Northern participant AA, Northern participant N, Northern participant V and Northern participant S primarily saw the Canadians as the leaders of this project. Northern participant T mentioned that there were three countries involved in this partnership and one director was named for each country. Northern participant R saw Northern participant T as *"the big leader"* and Northern participant Z saw the Canadians as being the leadership team and she did not realize that some were identified as leads in the South. Northern participant O said that *"you can talk leadership in many different ways"* but mentioned two people from the North and two people

from the South as being leaders in this project and the fact that they were listed in the proposal. As a result, participants in the project had different perceptions of the leadership roles and positions in the partnership. Northern participant O believed that *“there was this team of designated leaders but in leadership theory, we know very well that that's formal leadership or formal authority but a lot of the leadership came from other places and people.”* He also believed that in this partnership, in the South, many of the decision-making processes and the decisions on spending were top-down and not necessarily done as collaboratively as in the North. Several participants identified their leader as the one who they *“have to go to for their finances”*, but interestingly, the southern participants still saw Northern participant T as the leader, regardless of who took care of their finances.

Imbalance of power

When southern partners were facing challenges with other southern partners, they would often turn to Northern participant T, the northerner, for a solution to help solve their problems. Northern participant T mentioned several times during his interview that he tried his best to make the processes of this partnership as collaborative as possible, and invited insight and comments from partners. Northern participant R did indicate that even with all of Northern participant T's efforts of making this an inclusive experience for all involved, he often ended up having to set the agenda and make the decisions. These statements demonstrate some of the complexities in facilitating voice for the South to positively influence and impact the perception of power within these international partnerships.

Northern participant X mentioned there might be a shift in the way we view leadership in these projects as she explained that some of the funders in Canada are now giving the funds directly to the communities and designating them as the budget holders. This will have an impact on how participants in these projects view leadership roles. These comments were supported by Northern participant W, a Canadian funder, who indicated that his organization would at times *“fund directly southern researchers, to engage some of them, invite northern academics and [that] it's interesting to see the reactions when that happens and who deems themselves as leading in some of these initiatives.”* These newly implemented practices do not necessarily balance the power relationship in these international partnerships, as the North is still supplying the funding and imposing their reporting mechanisms.

Northern participant Z explained that in the case of the PAPR project, having one group in the South controlling the budget probably made some of the other southern partners feel like they did not have “*the same amount of control or sort of like access to decision-making.*” Northern participant Z also believed that “*there probably could have been more time spent very early on talking about that sort of stuff and being like super transparent and sort of having some maybe hard conversations really early on.*” These interactions would have influenced participants’ views on the leadership within this project and would have helped potentially with the facilitation of voice for the South. The following describes the steps that were taken to engage the South at the different stages of the project to share the leadership within the partnership.

Northern participant S described how the processes in the proposal stages of this project were mostly driven by the North without much input from the South. He indicated that the initial proposal was to access “*seed money to go and investigate in the South and find partners.*” Once partners from the South were identified and selected, the larger proposal for the PAPR project was written collaboratively. This did not necessarily prevent any challenges from arising in the partnership. The northern partner, reluctantly, often had to take “*a more custodial role*” in the partnership, “*but as a reality the project was stalling at different times because of in-fighting and kind of political ... academic political issues.*” The northern leadership team continued to build capacity within the project and Northern participant S stated that there was no interest in “*taking away control, the kind of control [they] wanted to share.*” Northern participant S also explained that the challenges that were faced in this project were not attributed to North-South or South-South relationships, or for the lack of their understanding of the two cultures and their nuances. He explained that “*projects run in Canada between different universities or different departments can go sideways just as easily and for very similar reasons. So, it might not be ... a cultural thing as much as a personality thing.*”

Leadership style

Northern participant L found that the northern leadership style was different compared to the South and believed that “*maybe it's a cultural thing. That it's a Canadian*

cultural thing that we – it's their thing and we don't want to interfere as much” and “we've probably worked ourselves to some level of democratic way of doing things.”

Northern participant S also did not know if anything could have been done beforehand that would have made things easier but indicated that Northern participant T, the northern lead, had played an important part in this project *“because he was very skillful at managing the people issues. And I think there's always something to be said for early planning and early relationship building.”*

A southern perspective on Leadership

Hierarchy in the South

Leadership in the South was experienced and perceived differently from the North. Southern participant E and other participants indicated that hierarchy was still predominant within their society and their organizations in the South, but that things were slowly changing. He provided an example of his rector who wanted to be a part of the PAPR project and have power over the funds, but Southern participant E held firm his position and said that the money was from the funders and could only be used for project purposes. The rector decided not to get involved with the project, resulting in Southern participant E becoming the signatory representative for his institution. In this case, the participant was a senior faculty member from the institution and probably felt secure enough in his position to challenge his rector. The results of such a confrontation at another institution might have been different with junior faculty members or with a different work culture.

For some, hierarchy in their institution presented challenges for the students. Southern participant A explained that when they had grievances they could only address it with the country director and that they would have no other recourse if they were not satisfied with the decision. Southern participant A also stated that decisions were made by one person and not collaboratively, and that power was given to one partner through the control of the budget. Southern participant H shared his leadership philosophy and indicated that it is not possible to balance power in any project, and that *“you need to have a certain hierarchy.”* Southern participant K agreed and as a student described how he experienced hierarchy within this partnership. He explained from a cultural perspective he would remain quiet and not *“speak*

his mind” in the presence of professors, due to an “*inferiority complex*”, and stated that “*the moment I see a professor I coil back a bit so some members of the other [countries] team will start to also coil back to see the way forward until that ground is prepared well before.*” This statement indicates the influence of hierarchy in southern organizations, differing considerably from northern organizational culture, and the impact it has on the ability of the participants to express themselves.

Distribution of power

Southern participant E viewed Northern participant T as the leader of this partnership as he believed “*he was overall in charge of the project and issues related to the project and was the one discharging everything trying to coordinate all of us by bringing us together.*” Southern participant A agreed with Southern participant E, and stated “*from the African perspective, Northern participant T was the most powerful. He could sometimes adjust the whole agenda maybe what directive he received from IDRC, the African side they assumed that he had bigger control.*” Southern participant D indicated that each country had their representatives, but personally felt that Northern participant T was the leader. He applauded Northern participant T for using an inclusive process in decision-making, and found that everyone’s “*views were taken on board*”, but he also emphasized that since Canada “*was the main financiers we felt like you have the say.*” Regardless of the efforts of the North to provide an equitable environment for all partners, the southern participants still viewed Northern participant T, from the North, as the leader of this project.

This was further supported by Southern participant D who remarked that:

this project had a lot of power imbalance, I will not say power imbalance. Definitely need to have a leader and we all accepted the project lead and as a project lead we were expecting that he to some extent would call the shots and for me I would not call that power imbalance.

Southern participant B and Southern participant A firmly believed that the partnership had an equal distribution of leadership, but Southern participant A viewed Northern participant T as the overall leader as sometimes “*he had the power to influence what was done.*” Southern participant A’s perception was that Northern participant T could influence the decisions made by the Southern leadership team:

One key example I will mention is the change in the reimbursement for students. The document prescribed what was supposed to be given to the students. But at some point in time you see so many changes, and usually coming from the point of Northern participant T. So, you see that even though it's a shared responsibility, those who control the aspect of the resources, I think it wasn't that fairly applied.

Southern participant A also perceived the Canadian partners as not being very assertive within the partnership and that they did not necessarily “*demand their partners to apply what was in the proposal.*” Other participants made similar comments about Canadians and one student said that “*sometimes they [Canadians] don't want to maybe cause the displeasure of somebody, so they tend to walk off than confront them when they think that it can cause some displeasure.*” If some of the students were having challenges with the leadership team in the South, they would often contact Northern participant T, the northern partner, to ask for help. As previously mentioned, Northern participant T had no control over the budget for the South and could only offer advice, or offer his services as mediator, but participants in the South still believed he was in a position of power to instill change.

Relationships: South-South, South-North

Southern participant B, an employee of the budget managing institution in the South, saw his institution as the leader for the South “*but whenever there was a decision [to be made, they] would call the other countries to meetings... and then take on these issues.*” He mentioned that when they were faced with a major challenge, they would call upon the North to solve the issues or to facilitate the process. Southern participant B said that they had round table discussions, where they “*all sat together and then with the issue tabled [they] all make contributions and then [they were] able to resolve that issue.*” He believed that his institution was viewed as having more power within the partnership as they were the budget holder and he said that this perception did cause some challenges from a South-South relationship perspective. Southern participant B strongly advocated for an external African agency to manage the partnership due to cost and efficient administrative purposes. He believed that this would have alleviated many of the challenges that were faced in this partnership.

Southern participant F perceived the Northern partners as the leadership team as “*they know the system and to expect what and everything, so, that’s being knowledgeable that you have this and this, so that’s powerful.*” He also stated that from a project management perspective “*it was good because they really give different people to manage different aspect and they got together to put that there.*” Southern participant K agreed with Southern participant F, but he also identified some power struggles among leaders within the different organizations and believes that it was probably due to the different mandates from these organizations. He said that he wished there had been more transparency within the project among partners and believes that not everyone was treated equally.

Continued support and relationships

The northern and southern participants spoke to the on-going relationships with institutions, community partners and communities that have persisted after the partnership concluded. These continued relationships, which persevered after the official end of the partnerships, speak to the effectiveness and quality of the leadership from both the North and the South. Northern participant O and Northern participant S provided several examples of the continued relationships involving faculty members from the northern and southern institutions. Southern participant D said that the partnership has created long-term relationships between many of the partners in all different countries and that they have continued to work together on other projects and proposals. Southern participants mentioned that another benefit of this partnership was the continued support from the North in application for funding opportunities, since if you have an O’Brunie [white people] as a co-applicant, you have better odds of being successful. Southern participant D also spoke to the relationship he had developed with his supervisor from the North and that the supervisor “*is still like a father to me and we really get on well, so if I had any issues or challenges I will go talk to him and we will discuss it.*”

Collegial culture

Several participants spoke of the collegial culture that was developed by the leadership team of the PAPR project. Southern participant B spoke to the friendships that he made with the various participants in the South and was thankful for this opportunity, that

was granted to him through this partnership, to continue to work with the participants. Southern participant H echoed Southern participant B's comment and stated that he received *"more exposure on handling international collaborative projects, networking, exchange of experience, and enhanced [his] publication capacity"* through this partnership. Northern participant Y believed that the *"success of any partnership relies on the relationship that you build amongst the people that you're working with"* and emphasized the importance of *"having the same goal, the same vision, actually being on the same page and having the same priorities."* She also mentioned that she *"really thinks that a lot of the success that PAPR probably had was because there were several people that had been part of the initial CIDA project and those relationships over time."* Southern participant C commented *"that the greatest success of the project was that several individuals from the three participating countries were trained at the higher level,"* and Northern participant Q attributed the success of the project to the *"collaborative process and relationships"* which she says, *"set the tone and that set the practice for the project."* When asked if the project met his expectations, Northern participant AA stated that *"in some ways it's never all-or-nothing in that kind of thing, but I think the good thing for us was that it helped us to develop relationships with local communities."*

Beyond the project: continuity

But not all participants perceived the relationships to be beneficial for both the North and the South and from their experience have decided to be more cautious when partnering with a Northern institution:

Now if we need to enter into any partnership we will be cautious and intent of what we look for, so the indicators, I think those who led the projects, those common clauses with [the northern university], but there should have been lots of other clauses introduced just like we have somebody to build a business, you don't cut up the link just like that and I think that is what now the [Northern] team is doing. It means if I need to plan more, that will make me plan better because the idea was for us to help [the Northern university] fit into this whole research tourism etcetera. But there wasn't a need for [the northern faculty's] team to cut it off, there should have been that continuous sort of collaboration, it means now if I sign an MOU, I mentioned that if we're building that capacity, you cannot say that, I have to introduce you to the community, you're moving your way and it's cutting the [southern] institution off...The idea was if [the Northern university] was coming every year

[the Southern university] can collaborate with the logistics and consultations and they will continue all throughout. Only for the Canadian partners to turn around and use that on us, move in communities to conduct field schools and research without consulting [the Southern university] their partner, and that is a big challenge.

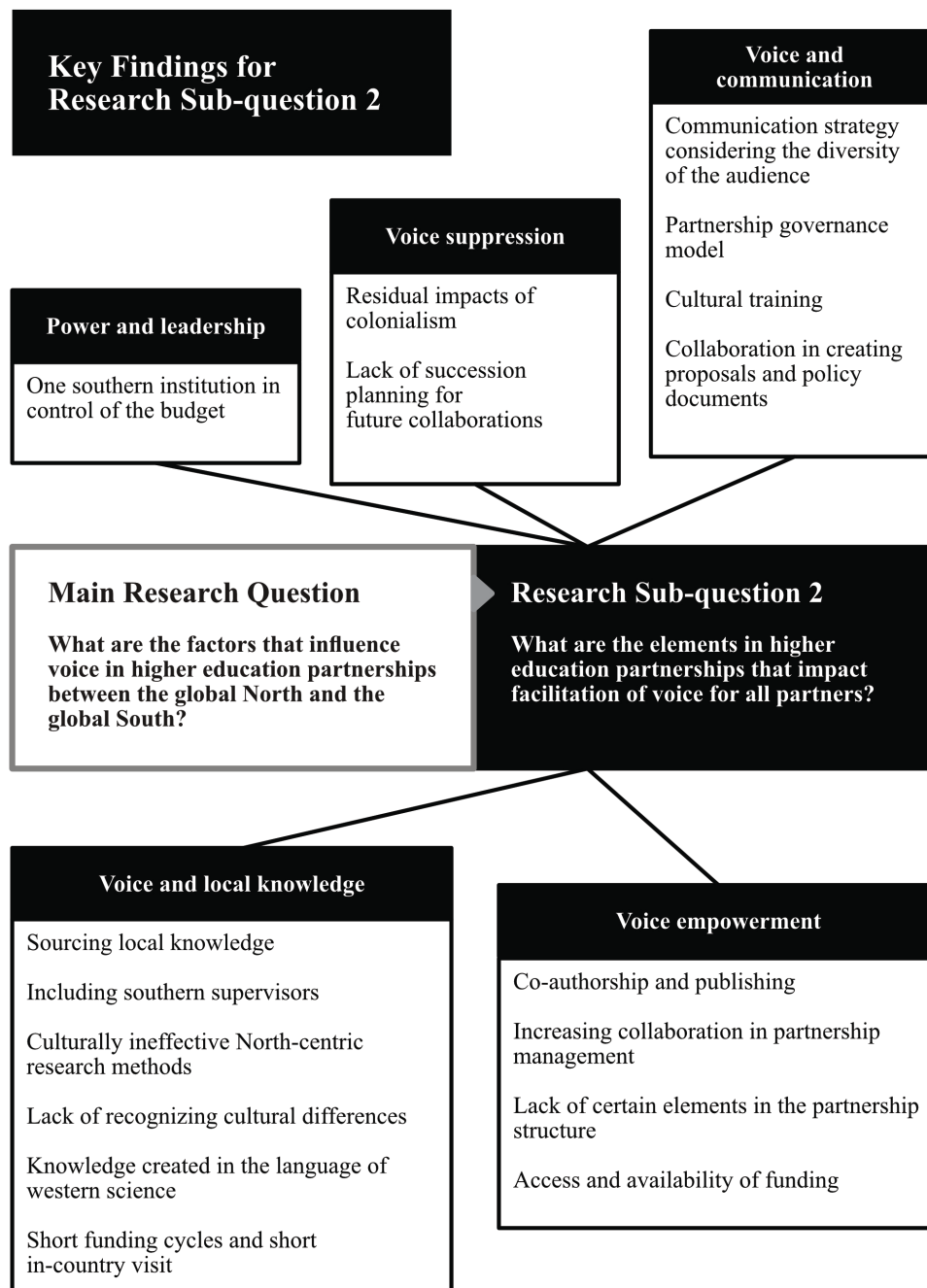
After completing all the interviews, Southern participant A was the only participant to have made this comment concerning the lack of continuity of the relationship from this partnership. This is still a significant statement to consider, as highlighted in the literature review, as it describes the perception of many participants who are involved in other international partnerships with the North.

This section demonstrated how participants experienced leadership in the PAPR project describing how these experiences influenced their perception of power within this partnership. As mentioned by participants, there exists a hierarchy within society and organizations in the South, which influences relationships between partners and community members. This did impact the relationships in the PAPR project and, at times, created some barriers for the management team. The North endeavoured to share responsibilities, control and power in the partnership with sharing of the budget and appointing some of the southern partners as leads in the project but, regardless of their efforts, the South still believed the North was the leader of the project. Northern and southern partners indicated that choosing one institution in the South as the lead institution created a power imbalance in the South dividing partners in the early stages of the partnership. Some of the participants stated that if the northern partners had had a better understanding of the culture, the hierarchy and of the local knowledge, the North probably would have structured the leadership differently in the project. It was evident that the South perceived the North as the lead of this project as they continuously referred to the northern lead when challenges arose between southern partners. The northern lead could simply offer advice as he had no control over the southern budget and as previously stated, they were not interested in taking away any kind of control that they wanted to share with their southern partners. Participants lived experiences with the leadership structure and the various leads in the PAPR project demonstrates how they had influenced the perception of power within the partnership.

4.3 What are the elements in higher education partnerships that impact facilitation of voice for all partners?

Figure 4.2 provides a synopsis of the emerging themes from the participants' responses to the second research sub-question and introduces the data presented under each of these themes in the subsequent section. Figure 4.2 also provides an overview of the key findings from interviews with northern and southern participants describing how the elements of communication, culture and local knowledge have influenced the northern and southern perception of voice within partnerships. Once again, special attention was given to the representation of the participants' perspectives to avoid altering their voices and filtering their responses through a northern lens.

Figure 4.2: Key Findings for Research Sub-question 2



4.3.1 Voice and Communications

A northern perspective on Communication

Communication strategy

A communication strategy was established in the project proposal and was reinforced in the project policies and procedures document. It emphasized that the “*Alliance will foster a three-way flow of benefits where Canadians learn from Africans, Africans learn from Canadians, and Africans learn from each other*” (Murray 2008, p. 8). The proposal also indicated how the Alliance would strive to develop a research and learning program collaboratively, that would foster “*the exchange of ideas, in the training of students, researchers, and community members*” and stressed the significance of knowledge mobilization (Murray 2008, p. 8). Communication tools that were used throughout the project included a website dedicated to the project, an online learning platform, newsletters and email. A schedule of meetings in the various countries with accompanying budgets were also listed in the proposals to facilitate in-person meetings with all the partners involved in the project, which proved to be an effective way to reinforce relationships and address any miscommunications that may have taken place over emails. The following section will examine the participants’ ability to express their voice in the PAPR partnership and will also examine the influence of communication processes throughout the project. This section will end by observing how the North or the South’s voice was empowered or suppressed in this partnership.

Managing relationships

In this partnership, Northern participant Q’s views of the communication style and processes reflected comments made by most of the participants in this project. Northern participant Q stated, “*I observed it was all very open and I had to credit Northern participant T with his leadership in the project and really committing to a partnership and openness and about the decisions and as well about the funding.*” Northern participant Z agreed with Northern participant Q, and expressed how the PAPR leadership team effectively managed to assemble everyone despite the geography. She believed “*they did well with making sure that events were happening in all locations*” which in her opinion supported “*sort of peer-to-peer learning [which] is priceless in ways*” as there is “*a lot of room for things to get*

miscommunicated” in such a large international partnership. Northern participant S also spoke highly of Northern participant T’s effective communication skills as a northern lead and managing the relationships with partners. He believed everyone felt comfortable in expressing themselves in the partnership with “*the potential exception of the normal professor and student relationship dynamic.*”

Communication challenges

Northern participant T mentioned he spent a significant amount of time on communications which primarily revolved around emails due to the geographical distances among the partners. Dealing with conflict resolution, Northern participant T said he:

would try and capture the essence of the conflict in such a way that I was being fair to different parties and I was understanding the sort of the root of the issue as – or expressing the real issue as best as I could, laying out my thinking...as clearly as I could so that people would understand it...I think that helped, like, I think if I haven’t done that, it would’ve been – we wouldn’t have lasted, it would’ve blown up, I think we’re able to survive as a partnership because – not just because of that but because of careful attention to communication and acknowledging that, yes, this is a challenge.

When asked if he found email to be an effective way to communicate, Northern participant T indicated that it was not, but that it was the only way:

Email is an imperfect thing and tone is already hard to capture particularly with language differences and difficulties, it’s even harder to – so again, it was like when I was writing to be very clear, and to avoid jargon and simple sentences that were straightforward and – so no, but the alternative was unmanageable. We tried phone calls and they were terrible because for one, the hour differences where we’re eight hours here but then eleven to Tanzania, and then the quality would be just terrible, where you can’t hear anything that people are saying and Skype was worse because you can’t – the internet quality on their side, when both Tanzania and Ghana was so crappy that Skype was useless, we couldn’t – you couldn’t do it. So, I would have much preferred more face to face or direct communications like telephone but...

Northern participant P did admit that “*there was certainly challenges with communication*” in the partnership with most of the communications funneling through Northern participant T. He also stated that “*things are never quite smooth as you would wish in that regard*” and added that partners “*had quite a few joint meetings*” but he “*can't recall any serious acrimony amongst those meetings.*” Northern participant AA did not fully agree with Northern participant P’s statements and added that more could have been done to “*bring those partners together and constantly share and profile the work that they're doing among other partners and around the world*” or he believed you were “*not achieving what the consortium is supposed to be doing.*” Communication challenges were not only identified between the northern and southern partners, but communication challenges were also experienced between the northern partners. The PAPR project had a governance model, as described in the policies and procedures manual, which established a communication and decision-making structure, but Northern participant X, who was part of the executive, was not always consulted when decisions were made which impacted communications in the project. This was one of the reasons why some members left the partnership from the North.

Cultural nuances

Northern participant L found the Canadian communication style somewhat too polite and sensitive and commented on how it needed to be more intrusive. Northern participant L said that “*you can't just go throw money at problems and run away and say you know what, I'm kind and I'm sensitive.*” He explained it was in the Canadian nature to do so, but said “*it's a sensitive slope to play, a tight rope to walk. Because you don't want to be seen as you are the one coming to fix them. And that's right, you don't want to go and disrupt the culture.*” These significant statements speak to the complexity of communication in partnerships involving different cultures. Northern participant L informed the northern leadership team of a breakdown in communication between southern partners which was preventing the voices of some of the civil organizations from being heard. Northern participant L believed that the North was not interested in interfering in southern matters and found the project evolving into purely academic research, diminishing the practical applications of the project objectives. Due to these changes in priorities, Northern participant L, one of the co-applicants, decided to leave the project. Northern participant S spoke to some of the communication challenges in the partnership and indicated that they “*thought*

[they] misconstrued [their] level of understanding of the two cultures and the nuances” and added that cultural nuances also included organizational differences, which could exist even between universities in the North. Northern participant S continued to explain that “there’s going to be some tensions” in the partnership, not just based on culture, but also on personalities, and that the leadership team needed to “be prepared to address that and deal with it.”

When asked if the communication challenges were mostly technical or cultural in this partnership, Northern participant P confirmed that it was mostly cultural. Considering the hierarchical leadership style of the partners in the South in this project, Northern participant P believed that it did influence some of the challenges on communication on both sides:

I think so. I think that’s very -- that’s very true. We were operating very open, transparent, flat, egalitarian manner here but you go to Africa, it’s totally a different culture and so, I would say that is certainly one of the reasons. Yes.

Northern participant M confirmed communication challenges were experienced in this partnership but stated that *“it was no big deal. It was nothing super huge”* and that it was *“more cultural challenges connected to cultural differences”* and occurred with some of *“the project partners like with some of the students.”* She did insist that *“sometimes, you don’t go along with some personalities, I would say that more than really cultural.”*

Reports: volume and complexity

Reporting that was required by the funding agencies was identified as a challenge by all the participants. Reports required by northern funding agencies represent a form of communication, which, in the PAPR partnership, impacted the relationships between partners. The reports included mid-term reports, yearly activity reports, and financial reports. The northern participants indicated that the volume and the requirements of reporting for the northern funder, SSHRC, were not as stringent as for that of the southern funder, IDRC. This was supported by another southern participant who indicated that the system in place *“was a very complex thing to impose on a developing country”*, which does not have the expertise or resources of the North. The IDRC provided some capacity-building activities and trained some of the southern administrators to complete the various types of reporting that was required. Southern participant E and Southern participant D, both project coordinators, spoke

to the challenges of gathering the reports from the various partners in the South and how this resulted in a delay in money being disbursed.

A southern perspective on communications

Miscommunication

The following section will describe the South's perception on their ability to express themselves in the PAPR partnership or in other previous partnerships with the North. A southern participant said he *"was able to express [himself] quite well to put any issues that [he] had across without any difficulties at all. The relationship was sublime."* This was an example of a participant hesitating to answer a research question or avoiding providing a negative response, to prevent upsetting or creating any ill feelings among the partners. This was not necessarily the case for all the participants as some were quite candid with their responses. Southern participant E expressed his disappointment when the research projects that were undertaken by the students evolved and became *"more or less academic"* and that there were *"no tangible benefits to communities aiming at solving community problems. The community perception was that the project money would go to them directly."* This potentially indicates miscommunication of the project priorities, as the community was not informed *"that this is just a research project trying to identify the problems surrounding them that can be addressed by the Government in the future."*

Misinterpretation of objectives

Southern participant H, one of the co-applicants, indicated that the overall objectives of the project were achieved, but highlighted that the project was unsuccessful in areas of improvement of curricula and teaching at his institution. He also indicated that the project had failed to provide economic empowerment to communities living adjacent to protected areas. He believed they were not able to *"handle it due to various reasons including limited funds."* When Northern participant T, the northern lead, was asked if curriculum development had been an objective of the project he stated it had not, but also added:

I think we talked about trying to inform that curriculum – the involvement but no, we never developed a real core side of that. Now that said, I use this material all the time in courses and I'm – I know that

that's happening on the African side too where they're drawing on their research and in their teaching.

Northern participant T was also asked if improving community relations with Parks in Africa was an objective of the PAPR project. Northern participant T commented that they were:

more interested in the dynamics of that relationship and understanding that from an objective position rather than improvement in the relationship, I do think that understanding would lead to improvement, you know what I mean but it wasn't our goal to fix that problem.

The PAPR project had slightly different objectives for the southern partners in the two countries. When reviewing the PAPR proposal, the listed outcomes for a partner in one of the African countries was to “*enrich curricula, help develop extension services, develop collaborative research opportunities, and provide PhD training for faculty at these institutions in priority areas that they have identified.*” Listed as outcomes for the partner in the second African country, the proposal stated that the “*Alliance outcomes will therefore specifically involve targeted research activities, student training, and curriculum development at [one of the institutions].*” Misunderstanding or misinterpretation of the outcomes of the project between the North and South could have been avoided if the outcomes had been clearly communicated, defined and outlined in either the proposal or the policies and procedures documents.

Transparency of funding management

Southern participant F found that there was a lack of financial transparency between southern partners, and would have appreciated knowing how much each partner had received in funding. He added that “*it's not to say that PAPR was not transparent but it's to improve any partnership project between the West and South, it's very important to have that consideration.*” As financial management was identified as a major challenge in this partnership, overall budget management transparency and sharing of information could have alleviated some of the tensions among partners. The amount of money students received as part of this project was another significant miscommunication experienced by the participants. Southern participant F indicated that they were informed by their country coordinators that they would receive \$45,000 Canadian a year for their studies, but later

discovered, once they arrived in Canada, that \$45,000 was the amount the students had been awarded for their full three years of studies.

Communication styles: cultural nuance

The different nuances of cultures represented in this partnership influenced the communication style of the various participants. Southern participant F and other participants indicated that they struggled at times with the Canadian style of communication. These struggles were experienced through verbal communication, communication technology and the negotiation of rental living arrangements. When the southern students arrived in Canada, Southern participant G stated that the northern partners secured a house for the students for seven days and did some shopping for them, which they found very helpful. After that first week, Southern participant G explained that they were “*supposed to start to search [for] our own house where we can find ourselves comfortable and imagine [it] is the first time now to go online in search a place to negotiate, I find it was some kind of a crazy situation.*” The southern students continued to face some challenges in securing accommodation, even after learning to navigate through various online websites for rental properties. “*We start talking to somebody in our English, our tone, the way he hears our tone just cut off the phone, don't like even to listen to you.*” Southern participant G provided other examples of unsuccessful attempts at securing an apartment, and he further expressed his frustrations with some of the barriers he faced with fellow classmates, when interacting with potential landlords.

Southern participant G stated that everything was fine once they found some accommodation and had settled in, but he did say that they should have received more assistance from the northern partner considering the student partners were from such a “*different background.*” Southern participant K spoke of the impact of hierarchy in his culture on communication styles between the North and the South. Southern participant K had previously mentioned, when in the presence of professors in his country, he would “*coil back*” and remain silent; “*I will feel culturally that hey I'm not at that level. So keep quiet unless I'm asked.*” Southern participant K explained how difficult it was to adjust to the northern higher education environment when communicating with Canadian professors, who asked to be called by their first names, and who expect students to engage and participate in the education process.

This section presented the various forms and elements of communications that were used in the PAPR project and their effectiveness in facilitating voice for all partners. Processes were established for regular communication, which was heavily dependent on email due to the distance between partners. As some participants stated, email was not the most effective communication tool, as there was potential for miscommunication. The northern lead did indicate that he spent a lot of time crafting emails to ensure that the meaning of the content would not get lost in translation. Skype was not effective due to internet and power outages in the southern partners' countries. Budgets were allocated for participants to travel for in-person meetings in all the countries, which assisted in building relationships between partners and giving them an opportunity to have their voices heard. I was expecting to find communication challenges between the North and South, but what was unexpected were challenges between southern partners. Participants in the PAPR project were from three distinct cultures influencing both their informal and formal communication styles.

Some of these cultural nuances were previously discussed, such as southern hierarchal societies and northern liberal societies. Reporting regularly to funders, the volume and complexity of the reporting was also identified as a major challenge in the PAPR project. Southern partners found it challenging to meet the requirements of the North. The community development component of the PAPR project was an important aspect of the project that was not realized, and that was poorly communicated to partners and community members. Some participants perceived that the project focused on the academic research, a requirement of the North for the PhD students to successfully complete their program of study, but that the communities that were the subject of their research did not gain from the project. Participants explained that the southern partners and communities often lack the opportunities to express themselves in the current model of development between the North and South. The above-mentioned elements of communication or lack of communication are causing the lack of facilitation of voice for partners in higher education partnerships.

4.3.2 Voice and Local Knowledge

A northern perspective on culture and local knowledge

Power gap

Perspectives of culture and local knowledge, and the impact on the relationships in international partnerships, was provided by northern participants. Northern participant Y described the value of having a northern partner with southern roots as part of the PAPR project. Northern participant Y explained how both their roles helped to bridge the power gap between the North and the South and “*particularly having Northern participant L, someone originally from the south, provided the partners from Ghana with more voice.*” She did indicate that over time Northern participant L’s involvement became less regular and that she had to step in more to fill that role, but truly “*wished he had maintained full involvement even if I was around, as his support and cultural insights would have been so beneficial for the duration of the project.*” Northern participant L is a Ghanaian-Canadian, who was a former student of a northern university and later became a co-applicant of the research proposal for an environmental project, which was the pre-cursor to the PAPR project. Facilitating some of the communications in the partnership, Northern participant L was a consultant working with the northern university and the communities in the South in the PAPR project. Northern participant L spoke of communication challenges and barriers in the previous partnership with the southern partners. He noticed that they were not fully engaged in the process and told the two northern partners that he would further investigate. After taking the southern partners out for dinner without the remaining northern partners, Northern participant L could uncover what was stalling the project. Communication surrounding the funding of the activities of the research project was not clear for the southern partners as they commented “*when we hear project we see money. This project, we don't see any money.*” Northern participant L explained to the southern partners that everyone “*was giving something to make this thing happen*” and followed up with the northern partners to inform them that they would need to make some changes to the project, to progress.

Local knowledge

When asked if she had ever been approached as a local expert as part of this project, Northern participant U replied that she would probably not have been as she had “*memories*

where things were awkward where I felt that they had misstep culturally and I felt I needed to explain it to them.” Northern participant U also commented how the Northern participants might not have had “*enough knowledge to start with*” and provided this explanation:

So, if you are sitting in Canada and then you come over for a couple of weeks, you really don't know what you are talking about. So, I think probably your first question of the day is did they get enough local expertise, no.

This statement was reinforced by Northern participant S, who commented that he had worked for a few weeks every year for five years with his southern partners and thought that he knew them well. Northern participant S stated that he did not believe the challenges that were caused in the project were due to cultural differences, but to personalities, similar to those which could be experienced in northern partnerships. Northern participant U also mentioned an incident from a previous partnership with a northern student, who was presenting in the South, and the leads of the project were clearly being inappropriate. This incident could have been avoided if training had been provided to the northern partners, or if the northern partners had consulted with local experts. Another example of a project misstep was offered by Northern participant L, who stated that when:

the [northern] students were eating at a restaurant, the [southern] students were eating on the side bar because they didn't have money. So, they saw some of all these things so I think that should have been addressed as to culture.

Even if it was unintentional, this experience simply reinforces the lack of local knowledge and partnership protocol, which further ingrains the inequalities between the North and the South, and further supports colonial past practices and experiences impacting the voice of participants. Northern participant O, who had been participating and leading many development projects over the years, explained that it takes time “*to develop trust and to build the relationship*”, which can assist partners to become more culturally aware of each other. Northern participant L believed the lead of the project was lacking cultural knowledge, but insisted that some of the partners from the North, who were on the ground, knew of the local issues. Northern participant L also mentioned how culturally, Canadians tend to be kind and sensitive and they “*don't want to go and disrupt the culture*”, but he also indicated how this does not always work well when conducting business in a different cultural environment or in a hierarchal society.

Training

Northern participant T believed that having African scholars as part of the students' supervisory teams would have provided them with *“somebody to talk to about local context and realities. And two, it probably would have helped them continue to be fruitful academics afterwards by helping build their network.”* Northern participant T mentioned that cultural training was provided for northern undergraduate students going to Ghana, but that no cultural training took place for the Canadian academics in the project. He also mentioned that no training was offered to the African students coming to Canada to complete their PHD studies. Northern participant T did make the following significant statement concerning training in this partnership:

And that probably would have been most useful with having thought through more about what the experience would be like for the African students coming in, that was a big cultural shift for them. And we did it I think more – it wasn't training, we're just doing our best to react to the challenges they have and try to make them feel welcome. But that was a rough transition for them.

Northern participant X rhetorically questioned if funders were doing some training and capacity-building of scholars, before launching projects or research programs. She indicated that this was a new initiative by SSHRC, when researchers engaged in indigenous research, taking a gradual approach, with increased consultations with the indigenous communities who would be the holders of the grants. Northern participant W, one of the northern funders, indicated that they did *“provide advice on research communication and dissemination”* and that their *“general modus operandi of research funders, ... is that the applicants who are selected for funding have the intellectual vision and mandate to design and undertake what their vision.”* The funder stated that they:

provide advice on various aspects of [their] mandate and expectations around grant management and implementation [which] relates to ethics at the front end, budget planning and reporting, what are our expectations, what to do what not to do, what we can support you in.

When asked if they offered cultural training, considering this project had three different countries involved in the partnership, participating from the South and the North, Northern

participant W “*indicated that if applicants see that is something that they want to do or have workshops on this, there's nothing that would prevent us from funding such thing.*” This indicates that currently there is no required or official training developed or offered by the funder and, in the case of the PAPR project, by the academic institutions.

Cultural awareness

Northern participant N, a Canadian, who was originally from the South spoke to some of the cultural nuances of the community she was working with in the South. She explained how her:

go-to person was a man because he was the head of the family but the power rested with his sister who was a priestess. To the point where I was told that if she didn't okay the project, it wouldn't go through if she didn't okay me for like coming to the village nothing was going to happen.

If it was not for her connection with the South, she believes that it “*would have been a challenge*” for her to uncover how to “*get the men to listen*” to her, as she was not familiar with that culture and “*the dynamics of how women are supposed to communicate ideas to men.*”

Relationships in partnerships

Northern participant Q provided another important example of the value and significance of culture in building relationships in partnerships. She described a:

great connection among the first nations on the west coast of the island [in Canada] and Ghana and Tanzania and I remember we went to one of the [northern Canadian] communities. And they did a huge display of indigenous dancing and then the Tanzanians and the Ghanaians got in and did their own sort of dancing. So, you talked earlier about not necessarily cultural readiness but certainly there was cultural connection which was intentionally worked on to establish. It's not something that happened organically.... In the sense that maybe the Canadian team was a little bit more reserved than the other teams. I mean, none of us got up and danced and what would we do the Makerena or something like that but something ... I don't know what traditional Canadian dance it would have been anyway.

This experience was also mentioned by southern participants, who held fond memories of this cultural exchange. One of the southern participants shared his interaction with a first nation's person of the North. The southern participant assumed that everyone from the North was a Canadian, but one of the First Nation's people, who was in attendance, said, *“No, no, like, we're not a Canadian, we're First Nation's person!”* The southern student then asked *“Well, what do you mean?”* and the conversation ensued with a history lesson of the northern country. When I shared this with Northern participant T, the northern lead, and asked him if he believed there was a stronger connection between our First Nations people and the southern participants due to a shared colonized history, he responded that *“it resonates as being believable and I could see that conversation happening between them.”*

Northern participant T explained how our First Nations people, who live *“next to a national park [are] experiencing some of the same impacts”* share similarities to the southern community members involved in this research. This *“created a different conversation”* between the southern partners and the First Nations people compared to conversations with the northern academics. Northern participant T said that:

*it's harder to tell about the – being white or them being an aboriginal....
how they felt about meeting an indigenous person from Canada versus a
white settler from Canada, how that would fit into their perception or
their feeling about meeting somebody.*

Southern participant G, one of the southern students, confirmed what Northern participant T was guessing and stated:

*Yeah I think it was, I think that with the First Nations was more good
than the top one, because I find they were just happy, welcome, taking us
places. What I was surprised was their lifestyle and the life-form, I feel
like the variations just environment but there many things I found
common with Africa, that's me how I see it.*

Sharing knowledge and resources

Northern participant S offered his perspective on the culture of project funding and the sharing of resources in the South. Northern participant S' perception was that in emerging

countries where poverty is very conspicuous, people had to struggle to achieve a certain level of success. These struggles experienced by people fueled the development of a “*you grab resources and you don’t share*” culture. He explained how this was very different from the Canadian culture of “*we share, we collaborate*”, but he believed that, in the “*African context, the tradition is more... if there are resources, hold on to them. If you share them they're going to be gone... it’s about survival.*” Northern participant S expressed that this may be something “*you do when you’re in a struggling economy, you look for any opportunity (...) to bolster your livelihood.*”

Northern participant S also added that northern academics were not as concerned with job security compared to their academic partners from the South, and believed “*that’s a reality that permeates society, the insecurity of your livelihood.*” This difference in the culture of sharing contributed to some of the tensions experienced by the partners in the South.

Northern participant M similarly expressed that the students in the PAPR project would not share their data and this presented a big challenge, but believed that this stemmed from a cultural practice or belief, and she did not understand why.

Northern participant N, a Canadian who was originally from the South, explained she “*probably had one of the best research experiences of students when [she] went to Ghana*” due to her dual identity and cultural background. Northern participant N explained how it was vital to connect with communities, and to recognize local culture and practices. She provided an example of a failed conservation project of over-exploitation of areas. Northern participant N spoke of the importance of recognizing the authority of the Chief and respecting the value of these traditional leadership roles since to “*devalue the traditional structures that exist in Africa actually works against development.*”

A southern perspective on culture and local knowledge

Cultural inappropriacy

Similar to the above section, the southern participants’ perspective on culture and local knowledge of the PAPR project will be discussed. Some of the southern participants, such as Southern participant C, believed their northern academic partners to be “*very travelled and [have] good intercultural sensitivity and skill.*” Others, like Southern participant D, agreed, but added that some of the required northern research processes were

culturally inappropriate and would simply not work in the South, such as requiring “*written consent*” to participate in research. Southern participant D said that this “*was a big issue*” and if signatures were required, they would not be able to recruit anyone for their research as “*nobody would talk to you.*” This lack of cultural understanding from the North created some delays in the research process, but Southern participant D did mention that they managed to find a solution.

Southern participant A expressed that the African partners were “*different in so many ways*”, but was under the impression that Canadians believed there was no difference between them as they were all from Africa. If this assumption was correct, this could have impacted the interactions and communication between the Canadians and African partners. Southern participant B mentioned how at times he would not get the cooperation that he needed from partners of the various countries and made the following comment:

Sometimes, (...) some of the researchers wanted to dictate to you – but you would want them to understand that this is how things are done here. But then they would want to bring in their cultural experience or background, ‘This is how it is done in my country so it has to be done this way.

Southern participant G stated that “*a number of the projects, many of them become structured with little input from the local*” and if the project leadership did not consider the different cultural backgrounds and knowledge of the local population then “*it might be hard to get a good outcome of that project because the spirit of that project, since the beginning, was not aiming towards doing a change.*”

Managing the budget

There are many assumptions made in these international partnership arrangements and the perception of how people are unequally compensated. Southern participant I indicated that in the South, people who work on these international projects, expect to be paid above and beyond their regular salary. Southern participant I’s perception was that this practice did not take place in the North. Southern participant A, when addressing the challenges of one institution in the South managing the budget for all the southern partners stated that “*in our part of the world*” it would have been beneficial and would have avoided

disagreements if each partner had received their share of the budget. The North's lack of understanding of the cultural nuances of the South facilitated a subservient environment between the southern partners, by appointing one institution in the South responsible for the budget for all the African partners.

To build a partnership proposal, Southern participant I, a southern government official, suggested the creation of an inclusive process as it was important to understand the cultural environment of the partners, and to tap into the local knowledge to engage the partners to help ensure that the needs of the South were being met:

I think they think they are doing better. Because if you compare the level of development of these two, the North are ahead or advanced if I may say so. They feel every society have to move through the way they are moving. But, there are areas where we could come with proposals instead of being told you have to do this you have to do that...I would think the South could come up with things that they could want to do and discuss then agree.

Southern participant I also shared her views on North-South partnerships and the value of spending time in building a relationship:

There are stuff I know I can learn from whoever comes to me to work with me. Always I believe people have got different talents, then I get the opportunity to work with a new person. I know I'm going to get something new to add on. That is how I think working together with a college from North, South, we learn a lot of things from the North. Only the challenges come from they didn't know how things are done in this way and the expectations were more than what can be gained from the project, the partnership.

Inefficient partnership and funding models

Many of the participants spoke to outdated or inefficient partnership and funding models, which supported what was identified as a challenge in the literature. Southern participant F spoke of the ineffectiveness of development projects being initiated by northern researchers, who believed they knew what the South needed, without consulting locals. He said that stakeholders from the South did participate in these projects as it brought in money,

but “*at the end of the day you don’t come out with anything tangible that you see, these projects they come and they go.*” Southern participant F did express that this was not the case with the PAPR project, as his perception was that you were able to see the impact of the project.

Southern participant G agreed with Southern participant F, and spoke to the inefficiency of the funding application process. He highlighted how “*those who are funding the project*” expected the applicant to complete a funding application between 30 days to 6 months. During this time, the applicant needed to complete the required paperwork and “*find partners for that research.*” Once the application was approved and expedited, there was the possibility that:

*you go in the field now and you start to find that things are different.
It’s hard to tell the funder, well, you know, while we have secured the
funds, but we have gone down there and we have found that the situation
is not as expected*

Southern participant G believed in having seed money to interview and meet potential partners, and to building a relationship before investing in a full partnership. This would allow for local input from local communities and partners in the development of the full proposal for the project, like the process undertaken in the PAPR project.

Culture shock

Southern participant K and Southern participant G spoke of the culture shock and difficulties they experienced arriving from a country with a developing economy, and adjusting to life in Canada. Southern participant K indicated “*there wasn’t actual training of sit me down and let’s see this is how it should go this is what happens this is what you need to do this is what you can spend*” unlike the training that Canadian students received prior to venturing to the South. Southern participant K also spoke of the importance of equal treatment of all partners in the partnership when visiting the different countries, and of offering the same level of service and quality, insinuating that this might not have happened in this partnership. Southern participant K did speak to the relevance of having a supervisory team with local members, when doing research in a country, in order to provide a better understanding of the context.

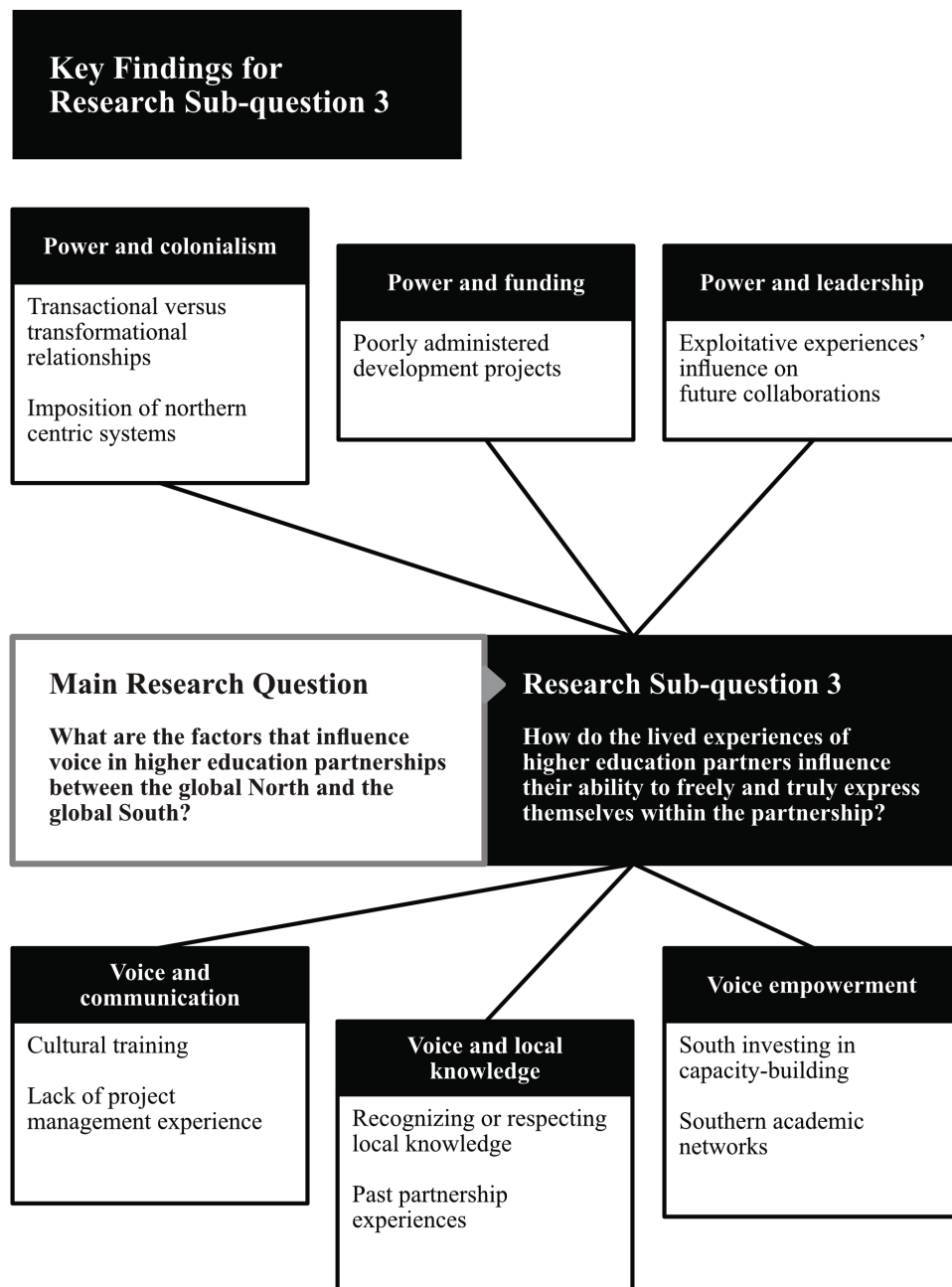
In this section, the lack of awareness of culture, cultural differences and local knowledge impacted how participants expressed themselves in the PAPR project. Communication challenges, considered as minor challenges by participants, were mostly due to cultural differences. Some participants indicated that the lack of local knowledge by the northern partners caused some of the challenges that could have been avoided. Fear of speaking out or participating in activities, inappropriate comments or missed opportunities were identified as some of the challenges faced by participants.

Some of the participants believe that African scholars could have provided some insight into the local culture and could have supported the southern students during their academic journey. The lack of cultural training and preparedness for the southern student was identified by several participants. Northern participants did admit this was an oversight on their part and it was not due to lack of funding, as the northern funding agency said they would provide funds for such an activity. An unexpected result of the partnership was the cultural and personal connection that was made between southern partners and students with Canada's First Nations people. Some participants believed that this significant bonding between these two peoples' may have taken place due to their shared colonial history. When southern participants and the northern First Nations people met, their voices were heard through shared stories, songs and dances. Building long-lasting relationships through partnerships is valued in the southern culture, which is at times challenging considering the general funding three-year funding cycles of the North. The southern partners spoke of the lack of involvement of the South when projects are conceived and proposals are written in the North. This was also supported by many academics who indicated that this contributed to the North's lack of awareness of the real issues in the South. As demonstrated in this section, cultural awareness and local knowledge were significant elements impacting, in various degrees, the facilitation of voice for the partners in the PAPR project.

4.4 How does the lived experiences of higher education partners influence their ability to freely and truly express themselves within the partnership?

Figure 4.3 provides a synopsis of the emerging themes from the participants' responses to the first research sub-question and introduces the data presented under each of these themes in the subsequent section. Figure 4.3 also provides an overview of the key findings from interviews with northern and southern participants who shared stories, and examples of their abilities or opportunities to freely and truly express themselves in the PAPR project. Participants also discussed if they felt unable to share their perspectives or opinions. These lived experiences shared by participants described how their voices were either empowered or suppressed within the partnership.

Figure 4.3: Key Findings for Research Sub-question 3



4.4.1 A northern perspective on voice empowerment and suppression

Northern perspective on voice empowerment

Positive and negative impacts

The following are varied examples of the empowerment of voice from the North through international partnerships. From her experience, Northern participant Y spoke of the positive impact of involving Northern participant L, a northerner with roots in the South, in the development stages of the proposal and partnership, as it truly provided the South “*with more voice.*” Northern participant Y’s involvement in international projects, including PAPR, truly impacted her and significantly shaped her future. After her first international partnership experience, Northern participant Y realized the following:

Where we were trying to work to be able to actually make a positive impact that was sustainable and actually address the needs that were important to the people, not just imposed what we felt were solutions to what we identified as their problems.

Working in the South, Northern participant Y saw some of the negative impacts experienced by southern communities from well-intentioned northern development projects. After her first experience in the South, Northern participant Y believed that she could be in a “*position to make it a little bit better*” and this encouraged her to return for a second trip, for a period of four months, to help develop some programming as part of a project. Northern participant Y now calls the South home, after meeting her husband from the South and living in the southern region for 10 years. These international partnerships provided her with the incentive to further her studies and complete a Master’s degree. She explained how she was very fortunate to be someone from the North, who had easier access to these opportunities, as “*compared to the South who were heavily dependent on projects such as the PAPR for full ride scholarships in order to continue their education.*” Today, Northern participant Y’s drive is to empower people in the South to prevent human trafficking. “*So for me the solution is to create rural employment and build local economies and I have a passion for art and handicrafts, so that is what I am trying to figure out.*”

Voices not being heard

The PAPR project did have input from the South as one of their co-applicant', northern participant L, was a Canadian, who was originally from the South. As the project progressed, Northern participant L found his expertise and advice were not always taken into consideration. Northern participant L noticed that "*voices were not coming*" from certain southern partners, as some of the partners in the South were monopolizing the project processes. He signalled this to the northern partner, but found that his comments were not considered, which eventually led to his leaving the project. Northern participant O, from his experience, explained how he would develop a plan annually, with their partners and would provide an example of the development for field schools in the South and ask for input on the plan, but did admit that "*it definitely was a little bit maybe west driven, but with input from the South or North South.*" Northern participant N stated that the North do not include enough local knowledge in some of their projects and explained the importance of empowering local people and communities to participate in international projects as they can provide valuable information that can positively contribute to a project. "*So, to devalue the traditional structures that exist in Africa actually works against development, because you end up with overexploitation of things.*"

Discrepancies in goals

Participants did highlight some of the discrepancies in goals and objectives experienced in the project. Northern participant T described some of the overall results of the research in the PAPR project. For the North, Northern participant T indicated that "*there were some academic articles*" that were written and some products that were "*processes that were put in place [that] were useful*" in the capacity-building initiatives. As indicated by some of the African partners, Northern participant T did admit "*on the African side, probably, yeah, and that became more research studies than direct capacity-building development kinds of projects.*" This was one of the biggest challenges and disappointments for the Southern partners in this partnership. Northern participant T did further explain that he believed the:

Community University Research Alliance is a good model, I like what they do but it's also – it's a challenge to reconcile the goals of say NGOs and academic organizations because we're engaging with different

audiences and we're – the product that we consider valuable are different than sort of metrics for success are different.

Northern participant AA echoed Northern participant T's comments and stated:

I'm very conscious of the fact that communities while research is a great thing, it's not the be-all and end-all to communities. They need to have something else some benefits that come more directly to their development and livelihood needs, than just research. So that for me is always a challenge in these projects when the funding is primarily around giving people academic credit credentials. That's not easy to do at the same time as you're doing development work, because the two are quite different processes obviously. The academic work has to be academic frankly and development projects operate on quite a different framework. So, I think that's always going to be challenging what is clearly an issue in a project like this.

Northern participant Z passionately described what she believes is required for international partnerships to be successful.

My big beef always with international development projects like this and with others is that it just takes so much more time than we ever allow for real change in relationships to happen. We think a five-year project is so long, but that's like -- it's a drop in the bucket for developing relationships...dealing with conflict, creating like sort of true institutional partnerships,... many of these things I think too, they end up depending on individuals having relationships, but what you need to do is be around long enough that institutions have relationships, right? So that those relationships continue after I'm gone, after Northern participant T's gone, after whoever is gone, right? And just like these things take time and if we think five years is a long time for international project, like, we're fooling ourselves, right?

Northern participant L agreed with Northern participant Z and said when the North received their funding, they needed to “*make the effort (...) to try and work with the local stakeholders to achieve*” the outcomes of the project. Since the North was not always on location to direct the project, they needed to work with their local partners “*so that [the] relationship will be successful.*” This was confirmed by Northern participant S who admitted that their time in country in the South included short visits spanning two weeks. Participants stated that Canadians were still not really aware of the local challenges when they were

visiting and working in the South for only a period of two to four weeks per year over several years.

Differences in expression of voice

Participants provided examples describing how people chose to express their voices in the partnership and the impact it created in the relationships. A participant described how southern and northern students expressed themselves differently in this partnership and said that *“there may have been some cultural [influence] just in terms of speaking up certainly I would say that the one student who was Canadian and I don’t want to put too much of a cultural lens on this”* but they felt comfortable, being very vocal in their interactions with others, compared to the students from the South. She perceived the southern students as *“more reserved and perhaps less forthcoming with their own thoughts or their own ideas and perhaps they would have had some comments and would not have raised them.”*

Northern participant Q spoke to the consideration that was given when forming the research teams and selecting the supervisors and students. Taking into consideration the cultural background of the students and the hierarchal society of their country, she stated that they *“did think carefully about who was going to supervise who.”* The student that she supervised was one of the youngest ones, anticipating that it could have been *“more difficult for [her] to have supervised a more mature student in age”* considering that she is female and younger in age. Northern participant Q perceived the southern partners’ *“voices were heard and were expressed”* and did not see any challenges in communication. She stated it was *“something I would have recognized because I’m always alert for those sorts of things and I didn’t. I didn’t get the sense of that.”*

Northern participant U spoke of an occurrence where a northern student saw a woman in a village without access to water, as she was not permitted to use the community well. Northern participant U provided a short explanation and the cultural background to this story, but also indicated that the student took this issue to a human rights tribunal in the South. The student from the North felt empowered, believed she needed to act and help the woman from the South. Northern participant U was upset with the student and stated that *“[i]t was staggering and she was there for I think for a month or maybe two months. It was shocking*

that someone could feel that sure about themselves that they would do something like that.”

Northern participant U explained how her organization and she personally had *“to deal with the fallout from that.”* Northern participant U, being a northern person who had been working for nearly two decades in the South, also felt empowered to tell the northern partner that she no longer wanted any communication with this student.

Publication

Publishing was an important and often-mentioned topic by the southern participants, representing empowerment and an opportunity to have their voices heard. In his opinion, empowering the southern voice was accomplished in this project as Northern participant P describes that ninety percent of the published research was *“African first authored.”* He further explained how *“this idea about academics going in, extracting the data they want, come out and writing it up was solely not true in this case”* and that the northern academics did work diligently with the southern students *“to make sure that they got what they wanted out of it in terms of publications.”* Southern participant H agreed and indicated that one of the benefits of being part of this partnership was the ability to publish some scientific papers. To the contrary, several of the participants disagreed and spoke to the challenges of publishing, including the lack of resources and capacity. Southern participant G indicated in his interview that:

there are a number of challenges actually that make us to lag behind. One of the things is, exposure of writing....So, one thing is the orientation on how to write the academic paper which can suit to any reputable journal. It's become hard. So, you find that you lack somebody to mentor you on how to write in a good scholarly way. So, what I feel it's like a struggle, individual struggling and we are not getting actual kind of that training.

Northern participant R's opinion was that they did not publish enough throughout the project and indicated that they were still working with former students in publishing some of the results of their PHD research. Northern participant R said that:

they are writing the papers with our names on them because we've all published and it will help them to get published if our names are on the

publications which is why we are doing it, with their [students'] names first.

Publishing is an important and significant method for the South to express themselves and have their voice recognized in the world of academia. Northern participant R also indicated that she had contacted the lead of PAPR, encouraging him to do a collaborative paper with everybody's authorship. Northern participant R stated:

I wrote an outline on what we learned from this project and what we learned from this project was in many cases not related to our research questions but were much more related to those power differentials and those sorts of colonial relationships.

Northern participant P insisted that they did provide students with the necessary training to publish:

we would work with them as part of the training about how you publish and so, certainly encourage them to do anything by themselves, but there's -- there are standards that have to be met to get things published and we worked very hard with them to ensure that they -- that they got rules, that they met those standards and understand what those standards were.

Southern participant G's philosophy for the empowerment of the South includes the ability for southern academics to write and publish papers in reputable journals, since knowledge is power and the ability to publish and be recognized is powerful.

Policies and processes

Northern participant L described how the North was empowered in this relationship through the structure of the partnership, but that the North did attempt to facilitate voice through different policies and processes. Northern participant L stated:

the application was being done here, so the North I think had the strongest voice. And they thought they have given the voice to the South. The South or the North have the voice and North thought the South have the voice. But technically, it was the North that had the voice because the funding application was developed here.

Governance and power

Northern participant L and Northern participant X made similar comments and believed a well-established and implemented governance model would provide equal representation and equal voice, creating a positive impact and helping to address the imbalance of power in the PAPR partnership. Northern participant O suggested that the PAPR project could have *“done more work up front”* and made *“expectations a little clearer.”* Northern participant O suggested that the project *“did all that for the most part”* but he believed that they *“could have done better at that.”* His perception was that voices from the North were *“stronger”* and had more *“impact...whether we want it or not it just was”* and that they tried to *“negate that as much as possible”* but found that the partners often looked at the North *“for the next step in what to do.”* Northern participant O also indicated that *“even though we brought partners together (...), I think there's a need for someone to be designated the decision maker when it comes to money.”*

Engagement and empowerment

The project leaders implemented many inclusive processes in the project to engage partners. Northern participant T indicated that each partner was given an opportunity to put forward *“one person that they wanted to have trained and have capacity built with”* and the final selection was done collaboratively between all the partners. Northern participant R mentioned that the students also had to meet the requirements of the northern university. The North was also empowered in a sense of time with the ability to extend project deadlines. Northern participant T mentioned that they always had more time and *“to be fair to the funders, we had an automatic one year extension so it's five years of money but we had six years to spend it.”* The partnership officially concluded in 2015, but Northern participant T stated that *“the project is still not over”* as he still has a *“queue of papers on [his] desk from students that are writing up – well, former students that are writing up their project results.”* Some of the relationships have continued to flourish even though:

it's over on a sense to not have any more money to spend but this – the idea was to build this sort of lasting alliance where we would be able to

collaborate, maybe not as a whole group, but parts of it we continue to work together.

The continuing collaboration and capacity-building with the South provides opportunities to continue to empower the South through research and publications.

There is a sense of empowerment in the North, as it is easier to access other funding opportunities to continue their research with their community site, that was selected as part of the PAPR partnership after the conclusion of the project. Northern participant T indicated that they:

wrote several papers, we provide a lot – I'm still working with them, still providing funding for them from other projects now, built up community protocol... A lot of that is their own initiative and what they're doing anyway in terms of conservation and community development but I think we've played some role in supporting them and maybe shaping the trajectory of their protected area work that they're doing.

This is not the case for the southern scholars, as one participant spoke to the inability to continue their work due to work schedules, responsibilities and lack of funding. Southern participant A indicated that he tried to continue to work on his research and to disseminate his results, but found it challenging due to lack of funding.

Cultural exchange

Northern participant T spoke highly of the cultural exchanges that happened when the partners would assemble at a host country. He spoke of the assembly that happened in the North at the community partner cultural center and described the impactful and meaningful exchanges among the partners.

The Northern community partners were very:

welcoming and performed some dances for the group, the Ghanaians danced as well and sort of presented some of their – I guess traditions, and Tanzanians did the same. I think they kind of made up their song at the time but they sang and we had fun, we shared a meal together and that was a very meaningful experience.

Northern participant T's perception of the bonding that took place between the southern partners and the northern community members was unique due to shared lived experiences:

They were people living in a place next to a national park and experiencing some of the same impacts that we're talking about, and some of the same issues but while their conflict about tourism influence and so, that's a different conversation than we would have as academics, it's harder to tell about the – being white or them being of aboriginal descent where ethnicity [in the South] is very complicated too, right?

Northern participant S agreed and found that the richest bonding moments between partners took place when they were sitting on a bus. Many hours were spent traveling between destinations and much of *“the inter-cultural stuff happens because we're just sitting on the bus, and that was very rich learning... if you were having fun and sharing jokes, the work becomes better and this was not programmed and was unexpected.”*

Agenda setting

Participants spoke of the several processes involving agenda setting and how it was influenced by various members of the project. Northern participant R's perception was that meetings were hosted by the partners in the South and agendas provided by them, but she says, “it was inevitable that it was led by the management group here, because they were on the management group here but I think mostly it was driven [by us].” She said that there was urgency in getting things started as they were running a little late with the project and “so of course there was a lot of agenda setting from here.” She also added that she believed:

in terms of driving the agenda I think, truly they were driven by the team in the North with participation from the South and some with a lot more active participation than others... Certainly, the money holders from [the South] had quite a lot of influence.

This was supported by Northern participant O whose perception was that the agenda:

definitely was a little bit maybe west driven, but with input from the south or north south or whatever you're calling it. Could have been,

yeah you can always do that I think a bit better but with the PAPR there was an executive team.

Northern participant T specifically mentioned that:

the long-term agenda setting, what goals we should pursue, what the research project should look like, who the students should be, where we should work, I mean, those were really core fundamental things, those were really collaborative, like, we spend as much time as we could talking with our African partners, talking with the Canadian partners, hearing from the students, and trying to make informed decisions about that. But I say the big picture stuff was collaborative but the minutia, the – and the financial part was more – that was my problem.

An effort was made to include the southern partners in the agenda setting processes but as described by the participants, the processes seemed to be heavily influenced by the North.

Efforts in empowering the South

Northern participant R described the “three way partnerships” which also included practitioners, government organizations and NGO’s as an empowering experience as it “helped (...) a lot to bring more third world, south voice into the picture.” The PAPR project was addressing issues of wildlife and conservation conflicts with neighboring communities of parks and Northern participant R hoped, from a local’s perspective, that they “would have more buy-in...for instance, in the communities I will never forget one person saying to me, ‘We want to be farmers. We wish all the animals were dead.’ We didn’t make any inroads into that attitude at all.” Northern participant R found this statement disturbing and saddening, but she also made the following statement:

But, we can’t create that social change and there are people from within like our students who are creating that change. Just not as fast as I would like to see. Never as fast as I’d like to see it. I knew a long, long time ago that I didn’t have a role in this. Conservation is an imposed idea from the North, that I could encourage and promote with Africans but I don’t have a role and I cannot change Africa and I accept that.

Southern participant G spoke of the ineffectiveness and inefficiency of the aid, research, and capacity-building funding model from the North. He did stipulate that the South still needed money and that the funding model had to change. Northern participant R described how Southern participant G now felt empowered to make such comments and how

she would push the students to challenge some of their traditional thinking. *“I pushed them to think those thoughts. I pushed everybody on this project to think those thoughts especially about development and dependency and colonialism. I am so proud that [Southern participant G] answered that way.”*

Northern participant M, who was the only northern funded PhD student in the partnership, described how she felt confident in being vocal in the partnership. Northern participant M was probably considered the most controversial student because of her research topic and stance on southern community advocacy. She believed that she *“made [the lead’s] life a little bit difficult when [she] went into advocacy because that could have damaged the project.”* Her research described the conflict concerning land ownership and management between the government agency and the community, which created an *“uncomfortable situation”* for some of the partners in the PAPR partnership.

Overall, Northern participant M strongly felt that *“PAPR did quite a lot in trying to help the students to be informed and to provide something that will be useful to them and to the communities.”* She also indicated that the South *“actually can be very powerful in terms of changing things but it's not that they actually have a very strong voice when you are talking about decision-making process, but they are still making things move.”*

Supervisory teams

When discussing the opportunity to have a southern supervisor as part of the supervisory team, Northern participant R commented *“that would have been better than what we had.”* Northern participant S said the North discussed having southern academics as part of the students’ supervisory team but worried that:

it was starting to gain to a level of complexity that [they] chose to spare them...and so we just stayed away from that and then probably would have been richer if we had done that and if I had to do it again, if I was going to write up another project and have been involved in another project I'd be looking more seriously at that.

Northern participant P agreed and added “*there was a feeling among some Africans that their work might be more vulnerable to predation by their peers in the country rather than by Caucasians back here.*”

When asked if she believed that scholars from the South, involved as part of the supervisory teams, would have made a difference in the project in balancing the power relationships, Northern participant X responded that it would not have hurt, but:

[w]ould it shift the ultimate power of the decision maker if the funding is coming from Canada? I don't know, right? That's the sort of piece here that holds the most power, right? He who holds the purse strings, right? So unless that – and ultimately, that is – that's what's happened here, right? It's Canadian money.

Investment in Research and development: peer learning and exchange

Some participants shared their philosophy of international development projects and their thoughts on the current funding models. Northern participant X was candid with her views on development projects in the South and the role of northern researchers:

I made it clear from the very beginning I would be part of this when I'd lend my expertise but I did not want to go to Africa. And so I never did go and I was always meeting with folks when they came here but that stems from a very strong philosophical position I have around international development and white scholars in international development, that was my focus of my PhD, so I have a very – a very strong philosophical thought on that....but as you know, the reports about international development and academic sort of projects in other parts of the world are really scathing, very, very unsuccessful.

Northern participant X spoke to some of the changes in funding agencies practices, similar to the SSHRC who are encouraging more international collaborations. She also asked “[w]hat's the piece that they need to learn to set these things up for success? Do they have some specialists there with some of these funders that then do some capacity-building of scholars before these things are launched?” She also explained how this was the approach that the SSHRC is “*taking around indigenous research now, taking it a bit more slowly and*

doing much more sort of consultations and with the new SSHRC funds, indigenous communities will be able to be the holders of the grants.”

Northern participant W, one of the northern funders, believed that *“these partnerships can add something new, there's always benefits that flow from working across borders and across disciplines and with people that you do not normally work with and those exchanges of knowledge can be empowering.”* He also indicated that communication was identified as key in *“large complex networks like this, if they do not build in time for meetings, consultations, planning, the results are likely disastrous.”* Northern participant W identified midterm reports and final reports as the mechanisms that helped to provide substantial feedback on the partnership. He mentioned having community partners engaged as external board members in an advisory capacity, as a method of enhancing the voice of non-academic partners. He stated that his experience with external boards had not been a great mechanism, but had seen some examples of success, where this created transparency around the initiatives, and where reports were shared on websites for the entire team.

Challenges of communication: internet and reports

As previously mentioned, access to the internet was identified as a challenge in the South and is sometimes limited to a certain few, therefore information and voice was broadly shared but not necessarily available or heard by everyone. Some of the southern participants also spoke to the onerous task of writing the reports in the required timeframe established by the funder. One of the participants also mentioned that their advisory board only met once for the duration of the five-year partnership. These systems that are implemented by the North to empower the South do not always seem effective or successful. When speaking of the current funding model for international projects, Northern participant W stated *“[t]here are several that come out and that do not do so well and so you ask is the model, is the structural model that we're working from at fault, or is it the individuals and interpersonal relationships.”*

Northern participant W explained how some partners:

get together, iron out their differences and come out of it, (...) happy with the collaboration and continue collaborating, then you say okay they worked that project and it was not without its problems but they

worked through them and they got over it...this is a model that the majority of people embrace.

He followed by saying that for most of the projects that did not work well it was usually due to personalities and that this would be prevalent in the mid-term reporting. At this point, Northern participant W indicated that his organization would be able to provide the supports required for the participants in the project. Northern participant W stated that when programs were funded by the North with a northern principal investigator:

[t]he southern organizations, depending on what role they've inserted themselves into, the project and what leadership [role], are confined to certain particular rules. So, it's a partnership sure it is, it's not an equal partnership, it might be deemed equitable, but the voice that one would have in such a program would look different.

Meeting the changing global higher education environment

The PAPR program in principle was not only an empowering project in capacity-building of local academics but also, as Northern participant W signaled:

the research question that this PAPR was asking, it was challenging a dominant model of conservation that had been promoted and exported globally...the research itself was challenging colonial governance as it was understood. So, what does that mean for government agencies to collaborate in such a program. Okay you've got a research team coming to you with a research question, that directly challenges the model and the Act which funds mandates of your organization which is interesting.

Northern participant O agreed with Northern participant W and believed that they now had “*in these countries great researchers who are publishing and I'm happy for them and its good work.*” Northern participant O also mentioned “*I think we could have done more*” and wished they would have accomplished more for the local communities as was highlighted by many of the southern participants.

The IDRC is currently working with the UK Department for National Development and South Africa's national research foundation in creating peer support learning and exchange of work with national research funders, to increase capabilities and exchange best practices, to

demonstrate the case for public investment in research and development. As Northern participant W explained, this is not an easy sell, but if the South is capable of matching or surpassing funding for international partnerships and can retain their intellectual capacity by eliminating brain drain to competing northern institutions, this might balance the power in these relationships. Northern participant W stated:

[t]o make it real and bring it back to this particular project, my sense and talking to the five PhD students who came here, that this was kind of a transformative opportunity in their lives. Those who are going back to universities will end up teaching hundreds of students and they will continue collaboration with peers.

Northern participant W admitted that the system was not perfect and some program designs were flawed and “*don't give voice or do not empower this kind of collaborative*” partnership. The PAPR project, on the other hand, provided a “*co-learning, open science and collaborative mechanisms that were sort of seen as supporting those equitable platforms, by which science can advance and be constructive and contribute to and translate into social economics.*” These statements demonstrated a transitioning state in funding models to meet the demands of a changing global higher education environment.

Expectations from participants in international higher education partnerships

Northern participant Z explained that from her experience, as a northern researcher in the South, she was often:

perceived as an avenue for people to voice their concerns or ask for things that they want. And then, people maybe perceive you as somebody who's going to, like, maybe advocate for them or at least be able to talk to other people that they might not have access to.

Northern participant Z believed that “*power dynamics play out with institutions, organizations and then, individuals in the communities here just as much as anywhere else.*” Northern participant Z also believed that in these partnerships “*it can feel very much like there's still this sort of power dynamic colonial relationship where organizations outside of this country is the one that's sort of controlling what happens to meet their ends.*” Northern participant O mentioned that when he first met one of the partners, they indicated that if you are going to do international work “*in a third-world country you don't just come and then*

leave us.” You need to be prepared to be engaged for a long time as you cannot just “bring your knowledge or whatever you’re bringing and drop us” as the relationship needs to be sustainable. Northern participant O perceived the partnership as being equal since they “treated each other like partners, we had to learn from each other” as they had a common goal and “were searching for how to help the environment.” Northern participant Z did caution that through her experience, “the Global South is still being subjected to or studied or being used to produce research that other people will benefit from more than they will.”

Northern participant L mentioned that in the application process there was discussion of creating “a committee, a local or a national committee of the co-applicants or the partners in the country” and that they would meet and make decisions, but found that this was not the case. He also expressed some of his disappointment in the PAPR project and how he was now cautious when entering a new project. Northern participant L’s perception was that his voice was suppressed in the PAPR project and provided this recent example of his conversation with a potential partner for a project with a Canadian organization:

I’ve been burned in this PAPR thing so when it comes to international partnerships I’m very careful because my input will be required but once their cash comes it looks like the game is played differently. I may not want to do it but if I’m supposed to, I want the rules of engagement to be very clear before I play. Otherwise, to me I see being used and I don’t think that’s what I’m here for. Like I come in and I want to be part of it to see something tangible happen but I don’t want to be in as a co-applicant and somebody who has done this and all that stuff and once the application is granted then it looks like the decision makers become certain people and then your voice doesn’t count.

Capacity building and training

Training or the lack of training in the PAPR project and in other international partnerships was discussed by several of the participants. As previously mentioned, Canadian students received training as part of the project but the same was not offered to the Southern students coming to Canada. Northern participant O expressed that everyone in the partnership had had opportunities to voice any comments or concerns at various stages in the partnership either through formal meetings or “when you’re breaking bread together.” Northern participant R stated that they received very little, if any training:

In fact much less training than we should have, especially for the students and for us. I felt that when we went to Africa on mass, many of us were not prepared. That was a tragedy that we could have averted to some extent. Even the students coming to Canada were not prepared in terms of language and culture.

Northern participant L still believed that partnerships and knowledge sharing between the North and the South was still very valuable but also cautioned the North *“to try to find out more about how do you do business and how do we work with [the South] to build a platform that will make our working relationship with [the South] more effective.”* Northern participant L perceived the Northern partners as being too sensitive *“and that to [him] is not helping.”* Northern participant L and other participants have made similar comments on the inability of Canadians to deal with certain issues due to their polite nature and wanting to avoid *“to step on anybody's toes”*, but have also warns that compliance signals that you have become *“part of it, you're going to cover it.”*

Northern participant S believed that the splitting of the budget and equal governance was a good idea and the involvement of academics, practitioners, and government agencies *“matched with local knowledge and local competencies and local interest [is] an ideal.”* Northern participant S expressed that the reality was the mismatch of management skills and capacity in co-managing a project of this scale. The goal was to empower the South, but resulted in the North taking on *“a more custodial role” due to the financial management challenges and “academic political issues.”* Capacity building persisted throughout the project as the partners in the North did not take away control, *“the kind of control [they] wanted to share”* which empowered the South.

Northern participant S believed that students and partners could express themselves freely in the project through one-on-one meetings, group meetings, field trips and conferences and found that the only power type of relationship that existed in the partnership would be the typical *“student professorial power difference”* which could be found in any university.

Cultural experiences between partners

Northern participant V spoke of the empowerment of the northern First Nations community partner who was:

able to go to Africa and present, grow in their knowledge and professional, personal development and raise their profile and we can now see the [first nation] people as one of the leading Voices on the planet on the themes that were addressed in PAPR. Think of like [one of the partners], for example, you know, who is now an international voice and I think we can trace his trajectory back to this project.

Northern participant V spoke of the “research and scholarly activities” that have taken place since this project, which have provided “opportunities to learn and grow.” Northern participant V spoke of a powerful experience, where one of the partners was presenting and “put up a mud hut image as a presentation” since the topic of the project was poverty reduction. The presenter then asked, “what do you think of these houses here, you know, are they poor” and some of the other partners expressed that “we have to address that – those housing issues are a real problem.” The presenter indicated that this was his “family’s house and this is a middle-class house.” Northern participant V indicated that this was truly a learning moment since the “perceptions of poverty between Canada and Ghana and Tanzania are vastly different, right? So that was a very useful thing to poke early on, to go, what is it we’re actually talking about when we say poverty.”

Northern participant V spoke of a significant national meeting that was to be held and at the last minute the meeting had to be cancelled, at a great financial expense, as there was a death in the partner’s community. The north discussed if the meeting should continue to take place but the northern partners said :

that this was our partner and if the partner can't participate, we have to respect that and we cancelled the meeting...it wasn't an easy decision...and it was one that highlighted to me the importance of respect and partnership and power that we wouldn't have the mandate or authority to host this meeting without our community partner, right?

Northern participant V believed that there was no “hidden voice” in the partnership, but did highlight that the indigenous communities in the North:

their voice is not always as explicit. So there needed to be some discernment used there, some savviness if you like that can only come through relationship and trust, right? So for example the community did not ask us to cancel that meeting that I spoke of earlier but if we had gone ahead with it that would've been highly disrespectful and it would have damaged that relationship in a huge way. So, it was only because we had gained that insight into our partner that we recognized we needed to cancel it and I suspect the similar – I wasn't involved in much of the – those same level of conversations with our African partners but I suspect the same. We needed a bit of insight to understand what they were saying even if they weren't saying it.

Northern participant N explained how her dual identity of being African and Canadian aided her interactions with people during her research. Northern participant N indicated that the southern participants, who were students going to the North to study, could have “*used some orientation [but] because they were grown-up men, all of them, but for most of them, it was probably the first time they ever left their countries.*” Northern participant N explained “*that culturally it is very different here, then like even the interactions, interactions in terms of giving them power dynamics, gender roles.*”

Community and partner expectations

Northern participant N spoke to the challenges of the expectation from communities, assuming that you would be delivering “*things*” since you were from the North:

I remember when we went for the project meeting in 2012, there was a lot of handing out of stuff by the way their project is whatever, whatever, whatever. Sometimes I thought that yes, those things probably are needed by the communities but it is always I think, it is important to break the dependence cycle of communities expecting foreigners who come in, to come with things because if you are a researcher you are a researcher.

Northern participant N mentioned how it was important to conduct research like the present dissertation, as it was:

willing to go in with this power lens, that actually shakes a project like the PAPR which was millions of dollars that went in and said, could things have been done better. If you only want to follow the successes of the project and say look, they produced six Ph.D. students and that's good...[then] you're only following the discourse that the funders want to see.

Northern participant N proceeded by identifying some of the challenges in the project and wondered if they were properly addressed, and “*what more could they have achieved.*” She also explained the challenge of “*getting the money and then just making sure that it is finished as quickly as possible*” resulting in “*why we have lots of white elephant projects that because the money has to be spent once we get it, we spend it, we write it, because that shows how much we are successful and we walk away.*”

Northern participant Y commented on her perception of the possible “*underlying root of (...) conflict*” and that it “*could be summarized as a gap between the long-term vision and personal commitments each partner.*” Northern participant Y believed that:

it could be linked to the different motivations that could be described as the partners from the North being motivated more by their own intrinsic needs to feel a deeper sense of purpose found by helping others, contributing to society in a broader sense, etc... while motivations by partners from the South would be more extrinsic and based upon a desire for publishing, [as] lecturer's promotion is based upon this, promotion in general, travel to Canada, financial benefit, etc.

These different motivators to participate in international partnerships could inform what is required to empower the different participants in international partnerships between the North and South. Northern participant X echoed Northern participant Y's comments and stated that the partnership in her “*opinion has always been weighted on a bunch of Canadians who want to go to Africa and say they've been to Africa and do great work and that's where we've been really successful.*”

A northern perspective on voice suppression

Challenges of communication: cultural differences

The following will present various northern perspectives on voice suppression within the PAPR project. Northern participant Y found that communication challenges in this partnership were caused by intermittent internet, intermittent electricity, including the lack of access to cell phones and communication apps as we have today. Northern participant T spoke of how cultural backgrounds influenced the communication style of students and how they would not push back or question their professors. Northern participant T also found that students would not question the literature as he believed they were not trained *“in a school culture where challenging authority including what was written was not part of the deal, right? That's just not what you did.”* Northern participant O spoke of the differences in communication styles. Contrary to the perception of the southern partners, Northern participant O believed that *“North Americans are perhaps a bit more direct than [the southern partners], who maybe talk around a little bit and don't tell me exactly what, how they think and feel.”* Northern participant O explained how all the partners worked together to *“create a common language”*, which was essential when starting to *“report out on the project.”*

Northern participant U provided an example of a northern country investing in the South and how they *“come in, they build something and they leave”* providing the South with something they actually desire. She did mention that it was a good model and that she did not *“like a lot of it”* but she did believe there *“is an opportunity for those countries to be themselves more in that relationship than the way we do it here.”* Northern participant U was insinuating that the current model of development did not always give the opportunity for the South to be themselves or have their voice fully represented.

Northern participant AA spoke to the North's lack of understanding and recognizing the difference in the southern cultures by empowering one of the partners who was *“lording over everybody”* and suppressing the voice of the remaining partners. Northern participant AA was expressing himself in this partnership, but perceived that his comments and suggestions, based on his expertise, were ignored both from the North and the South. He also did not agree with the division of the funding between the North and the South since *“the people in North America couldn't necessarily respond to the concerns and issues that [he] was raising because that wasn't their responsibility.”* Northern participant AA also discussed the financial challenges, with one country managing the budget for all the South, and how *“those kinds things made it very awkward, [he] received a huge amount of resistance and*

resentment (...) in Africa for [his] views.” His perception was that his contributions and comments concerning the project “*weren't respected and probably ignored for the most part.*” The suppression of voice of the southern partners with having one institution as the budget holder was mentioned by several participants. One participant mentioned that “one thing a [southern country] likes even less than being beholden to the North is being beholden to each other. There are all kinds of problems with that. That goes very deeply.”

Community and partner expectations

Northern participant T said in retrospect, that if he were to do this over again, he would choose fewer study sites. They “*ended up having those many sites because it was partner driven, so the partners that we built, the relationships we built, they have their own areas of interest.*” Northern participant T indicated that this partnership had provided many “*little spin off projects,*” but on making “*a difference on the ground parts, I'm not sure we achieved everything we thought, probably naively [thought] we could achieve at the beginning of the project.*” The project was studying poverty reduction, but some of the southern partners mentioned how this was never really addressed in the project. Northern participant R stated that “*we tried to address it and we couldn't address it and then in the end we couldn't. All of these theses and persistence and nothing that we did was going to have any impact on poverty in Africa.*”

Northern participant L's “*expectation was that in the end there was going to be some valuable information that will help with how communities that live in or near national parks will be able to benefit from the tourism that happens there.*” Northern participant L did not believe this happened in the PAPR project. Northern participant L found that the project:

had the intent of a very practical approach that in the end will have a very valuable community benefit. But I find in the process, it took an academic scope and I think the community benefit got lost. I don't think that practical value came out.

Northern participant L stated that “*people got their PhD's and that was really it.*” He commented how “*money was spent moving money, people traveling, getting PhD admission and all that probably was maybe seen as a bigger thing. But I don't think locally there was no effective impact there*” and voice “*was gone.*” Northern participant L believed that leaders

of international partnerships needed “*to consider what the community is going to gain*” from the project. He also stated that “*from an ethical perspective,*” once all the information gathering is completed, the knowledge needs to be shared with the community and “*to help them use the knowledge we’ve gained to be able to enhance their livelihood.*” Northern participant L mentioned how that can be “*tricky because really for the researcher*” this is not a skill they inherently have but is crucial to share with the community “*what we learned for them to use.*” Northern participant L’s perception was that this did not happen in the PAPR project.

Selection process of candidates

The southern students expressed that the North chose the PhD candidates for this project and Northern participant R believed it “*was a joint decision. I don’t think they were completely wrong that the selection was done by the North because we had to agree to it*”, and they had to meet the university entry requirements. Northern participant R also said that:

[a]t the time we weren’t even very happy for instance about the women who applied but were not nominated. Now there were others. I met a young lovely woman who was also employed by [one of the southern university] but she didn’t make it. So, we didn’t even receive her application. We only received the applications of those nominated by the African partners. In fact, I’m not sure we even turned anyone down because they all came to us and I can’t remember that we turned people down.

As previously mentioned, the lack of southern women as candidates for this project was highlighted by several of the northern women, which could represent the suppression of women’s voices in Africa’s higher education system. Northern participant P spoke of the challenges of hierarchy and how it suppressed the ability for some to express themselves in the partnership as compared to the northern communication style which is “*very open, transparent, flat [and] egalitarian.*” Suppression of voice did not only happen with southern participants as some northern partners believed that they were “*out of the loop.*” The northern participant also commented:

[it] felt at times a little bit like the wheel just wasn’t sort of functioning or operational and after some of these interim comments and some

differences of opinion about how we need to get the project back on track, [we] just said we're not having any influence here.

Project timelines and logistics

Northern participant Z expressed the challenges of short project timelines which prevent or suppress the voice of participants as there is no time to build relationships, and “*sometimes if your research is a little bit sensitive, people are just going to tell you what you want to know if they don't know you.*” Northern participant Z did not believe that Africa was completely living in a post-colonial era as “*the people in these communities are the ones that sort of give the most and come out with the least in any, like, not just PAPR, but in a lot of these types of projects.*”

Northern participant L found that his voice was lost in the PAPR project as a co-applicant, as he was not involved in some of the decision-making processes, and believes “*that community interest and community voice [was also] lost.*” His perception of the overall project was that participants did their international travels and received their PhD’s “*and lo and behold, when those guys get their PhD degrees everybody just went away.*” Northern participant L made the following statement, which was also hinted by other northern participants:

So, it just became very academic and just managing PhD students and everything, researching communities and all that thing. It got finished – I mean they got completed. But to me, it was sad that so much money and a lot of time went to just giving PhD degrees and nothing was left for the community or left in the country for anyone to do anything. So that's what I saw while in PAPR.

Northern participant L mentioned that the “*North thought the South had the voice. But technically, it was the North that had the voice because the funding application was developed here.*” He further explained that all the funding and control was technically held by the North, which further complicated the facilitation of voice for the South. Northern participant L further elaborated about the perception of power within the PAPR project:

[If the North is] bringing the money, if Northern participant T says you guys don't come this week, come next week, everybody will say yes, sir. Because they feel once he says we have to accept it. So people would just take it because he says so, out of the colonial respect.

Northern participant L also explained how the North controls voice from the early stages of these international research partnerships, and described how they are often initiated in the North with little input from the South.

Perceptions of closing of the project

When asked if everybody had an equal share of the leadership once the project was started, Northern participant S said, “*not quite*” due to the funding formula, as “*it wasn’t setup as a three-way thing or equally through. We try to make it that way, but it wasn’t really.*” Northern participant V mentioned that beyond the end date of the project, he did not believe there was a strategy to keep fostering the relationships that were created as part of this project. Northern participant V believed the:

hope was to somehow get folks like myself who were going to be here at VIU, for example, and carrying on the stream of activity to somehow carry on in some way or form and it was more of a hope than an explicit strategy.

Northern participant V mentioned that they “*weren’t seeing a lot of tangible impact in the [northern] community to reduce poverty and that became evident in the project.*” This concern was also voiced by the northern community partner. Northern participant V said that they could access funds from the northern SSHRC funder to “*fund activities that would be a bit more meaningful to the communities and the partners.*” Northern participant V led a project to develop and provide “*on-site interpretative services...as well as website development*” in collaboration with the Parks partner “*funded through the PAPR project.*” The community was very happy with the results of this project once they received tangible products that could potentially assist in alleviating poverty for communities living adjacent to parks.

Northern participant V stated that voice is being lost through people that are moving on to other institutions or through retirements, and to different roles, “*so who’s left to carry the legacy.*” He is concerned that the project could end up being duplicated and that he could:

imagine a department meeting tomorrow where someone says, we should do something about poverty reduction in protected areas and

because the story has been lost we would just replicate and duplicate work already been done and what a waste of resources and disrespectful to the work that's been done. So that's a problem. I don't know how to fix that problem.

Northern participant V believed that everyone's voice was heard formally or informally and indicated that in:

formal conversations, (...) our African students were quieter I would say but in the bus rides and in the hallways and the breakout sessions and over coffee, people spoke openly... personally, I never felt that (...) those voices didn't get there somehow.

Northern participant V followed with an interesting comment; *"Even if it got there kind of, if I had heard something over coffee from one of my colleagues from Africa, I would probably voice it at that more formal table, you know, kind of thing."* It is interesting that the northern partner felt empowered to represent the voice of the southern students and assume that responsibility.

In this section, many powerful statements were made by northern participants sharing their perspectives on the empowerment and suppression of voice in the PAPR project. Collaboratively building the project proposal, respecting traditional structures that exist in Africa, avoiding implementing northern-centric processes and procedures and the ability to publish and freely express themselves are only a few examples of the northern partners' empowered voice in the PAPR project. Both northern and southern participants admitted that the North is mostly empowered in the relationship as they provide funding and establish the conditions linked to the funding, which includes project timelines and reporting requirements.

The North also has the power to withdraw or suspend funding if the requirements of the project are not met. The northern partners strongly believe that higher education and capacity building will create positive social changes for the South, but some indicated that the in-country visits and the current funding cycles for projects are too short to be truly effective. Participants stated that it is difficult to grasp the challenges that the South are facing and difficult to build long lasting relationships during short project cycles. One participant made a powerful statement when she mentioned that she believes that the current funding model does not allow the South to be themselves. She also added that the budget distribution empowered

some in the South and suppressed others in the South. Budget and funding continue to be a controversial matter in many international projects impacting participants experiences within the partnership and influencing their ability to express themselves.

4.4.2 A southern perspective on voice empowerment and suppression

A southern perspective on voice empowerment

Lack of training

The following are varied examples of the extent to which voice was empowered from the South through international partnerships. Southern participant E explained that the PAPR project started when a northern partner was visiting the South as a tourist, and was introduced to a southern academic. The introduction was made by a southern student, who had previously studied in the North. A relationship grew from this introduction and it was agreed to write a joint research proposal between the northern institutions and one institution of the southern countries. The southern partner was invited to “*Canada for the proposal write up*” and that was, therefore, “*the way the project was conceived starting from project proposal write up to implementation was participatory.*” For Southern participant E, personally, “*the project made [him] connect with many people and has created more opportunities for [him]. Professionally it increased [his] understanding in social sciences research and additional writing skills for [his] PhD thesis.*”

Southern participant E was one of the coordinators in the South who mentioned that there was no training given in this partnership, but since he “*had lots of previous experience in project management in international partnerships,*” he found it easy. Southern participant E agreed that there are differences in management styles between the North and the South. He expressed “*travelling to other people’s country had added advantages on my experience. I was able to learn how other people manage their organizations...and take with me good things to use back home that are compatible with our culture.*” Southern participant G echoed Southern participant E’s comments and explained how opportunities like the PAPR project are rare, but are great capacity-building opportunities. Through this project, he was able to increase his confidence and his abilities to press for changes in his institution. Southern participant G also said, that the best practices he experienced at the Canadian

university, which were appropriate for his context, were now being implemented at his university.

Southern participant E is one of the few participants who mentioned that knowledge was shared with the community:

Knowledge mobilization, we did a summary; we went back to the villages to tell them about the project findings. We prepared a book that was translated from English to Swahili and issued to all stakeholders and village leaders. There was feedback to communities.

Southern participant D expressed why the PAPR project was such a significant partnership for him personally:

Well two things I mean as an academic you want to progress with your work and if you don't have a terminal degree, you don't have security with the job, so it was something that I was always looking forward to. Then the partnership too especially when those opportunity to do your research in [your country], I love that component because then you are working with things that you know namely also able to solve local problems.

Southern participant B felt empowered participating in this project and being appointed as a coordinator for his country. This provided him “another opportunity to serve [his country] and nature as a role in conservation.” Southern participant B indicated that there was no official training for the partnership and “believe[s] that like any formal training [would have] made the job easier” due to the reporting requirements of the project.

In the partnership, which preceded the PAPR project, Southern participant D said no formal training took place as part of the partnership, “but there was a lot of interactions and briefings ...with Canadian counterpart.” Southern participant D said that during these meetings they would “review the cultural shock of what [they] should expect” between the South and the North. There was no formal training offered in the PAPR project, but Southern participant D stated “there were lots of meetings to tell us the expectations of the funding agency ideas for the IDRC,” and information was provided concerning expectations of outputs. Southern graduate students who were going to attend university in the North sourced their information from the northern university website to prepare themselves to attend

university in the North. As described by the other participants from the South, this information did not seem to be sufficient to meet their needs in preparing to attend a university in a well-developed nation.

Capacity building opportunities

Unlike some of the other southern participants in the project, Southern participant D considered himself to be very vocal in the partnership. He recalled in the earlier stages of the partnership that there was a chance that his institution would not get a PhD position allotted to them. He quickly spoke up and said, *“I’m talking about the spots for PhD if my institution doesn’t get the likelihood [of getting a PHD spot, then] we would pull out. I was very blunt with them.”* Shortly after this meeting, once he had returned to his institution, he was informed that they would receive a PhD position in the partnership. However, Southern participant G spoke to the transparency in the selection of the PhD candidates with the North making the final decision. He mentioned how it *“was open to every applicant”* and was looking for the *“credibility of your proposals and how your proposals [are] good and strong.”* He spoke to the lack of opportunities for funding for PhD level studies in the South, and the fact that, unless you had rich parents, it is very difficult to find these opportunities. Southern participant K agreed and stated that *“like myself there’s no way I can get a Master’s degree on my own without funding.”* Southern participant G also mentioned how the proposal to become a PhD candidate had:

to fit to the product site, to develop some things which reflect the themes of the projects at the same time try to fit the research side of that project... I don't think there was other influence maybe people researchers from Canada they wish to do in Serengeti and see with this migration and what and what's not, but I think it was more about scientific selections of the study area, rather than ambitions of the people.

For any collaboration or partnership to flourish, southern participant G believed, and was supported by southern participant K, that *“transparency can be key... and involvement [of the partners] in the sense of decision-making and make sure that each partner can have equal rights in making decisions and their voice to be heard.”*

Communication styles

During the interview, Southern participant D commented on the difference in communication style between the southern countries, and that Africans are not a homogeneous group of people, rather they are highly heterogeneous. He explained how people from his country tended to be *“a bit shy and reserved,”* and the partners from the other southern country *“are different,”* without further describing the communication style.

Southern participant G was very positive when speaking of the ability for partners to express themselves in the PAPR project. He said that he believed the leadership *“tried their level best on that because through those meetings it gave us a forum to set up agenda to air our Voices”* when they were setting the agenda for the year. However, he followed with a statement, which would indicate that he was not totally confident that their voice was taken into consideration. *“The concern is whether, if we air our voice do they take the essence of considering what we think might be right for our context.”*

Southern participant H spoke highly of the capabilities of the northern lead to manage the relationships in the partnership through *“direct and open communication,”* and through several meetings between coordinators to determine how to deal with issues. Southern participant H indicated that the capacity-building opportunity of one PhD, and the increased visibility of their university through the publications of the student, created some very positive impacts for the university in the South. Southern participant H expressed that he had no challenges working with the North on this project, due to his experience of studying abroad, but believed it was quite challenging for those who had never worked or been outside of the South. He also indicated that *“cultural issues weren’t a problem because the people who were involved from Canada had vast experience working in Africa, but if the partners did not have that experience in Africa that could have been a significant problem.”*

Southern participant D spoke of the empowerment provided by completing his education outside of Africa, as it is highly valued compared to education completed in the South. When asked about centers of excellence in Africa, he mentioned that he was not that familiar with the concept, but he believed that *“universities are now trying to come out with these kinds of ideas.”* He also indicated that the South does not *“package”* itself well, but that they *“have the very good stuff but when it's not well packaged the voice will never be heard.”*

Southern participant D also made the following significant statement concerning establishing a voice for the South:

We need to come together as a block, like I said if West Africa we have a very good journal and then we push it very hard, the world gives us hearing. Because sometime one of the challenges is that I've found with the West is they tend to be too prescriptive and sometimes some of the things they say will not work in our context. So, until you have your own voice being said that this how we do it. Because certain values I said that they will change them so we ran out to work around them and so I think we should be able to come together and then so that we will be us... US is US because it's can you imagine if Africa is United States of Africa, US would be no match.

Funding

Southern participant A expressed the necessity of extensions of northern funded international projects to continue the research, as the South did not “*get so much funding for research*” from their institutions. Southern participant A stated that “*it’s a matter of the project funders to widen this for us to keep our research great, ongoing and then build the data for ideas, for our partners et cetera.*” This statement requires the North to continue to fund research and projects in Africa, which could further entrench the dependency, and past colonial practices. To empower African scholars, Southern participant A believed collaborations such as the PAPR needed to be extended, and “*I think speaking for the Africans, I think we should build our own capacities.*” He further explained that he needed to build his own capacity as no one else would be able to do it for him, and believed that Africans needed to motivate themselves, and drive their own agenda. Southern participant A said that this could only be completed if they developed and enhanced their own resources. He stated that “*sometimes we have so much money in some unnecessary projects but we should look at providing funding for ourselves.*” Southern participant A also believed that people were not currently being held accountable for the participation in international projects.

In the South, Southern participant B believed that a southern agency should be selected to coordinate projects, since “*it would minimize costs and [the agency would] communicate with Canada and manage the budget.*” He also included that “*there should be training (...)*

for the coordinating agency and for all partners to recognize that this agency is coordinating our affairs.” When speaking of the long-term impacts of the project, Southern participant B said that it had exposed him to “*some of the issues in the communities,*” such as the challenges between the “*fringing communities and park management,*” and how “*voice is almost non-existent.*” Since the project has ended, Southern participant B has continued to work with his community partner, “*and share ideas with them.*”

Southern participant F, like Southern participant H, indicated that he had not received any training and believed “*there was an assumption that [he] was already exposed to western countries, because [he] had studied in the U.K. before.*” Southern participant F said he had no challenges in expressing himself in this partnership and was very well supported by the northern partners throughout the project. Unlike some of the other participants, Southern participant F indicated that he was funded to attend the meetings, and was also chosen to attend the conference in Australia to present his research. Southern participant F spoke highly of the northern lead’s passion and energy, and his supervisory team’s experience and knowledge in research. He stated that he has continued to do collaborations with the other southern partner universities, and has continued the relationship with the communities from his original research. Southern participant F expressed how these opportunities would not have been possible without the northern funding, and this project. In future projects, similar to what was said by other participants, Southern participant F would add “*some good amount of money to facilitate publications.*” He would also like to see “*a mentorship program so that we can eventually come to matching in publications*” and believed this could be done with “*a professor from the north working with a junior faculty here in [in the South].*”

Societal differences

Southern participant G said they felt a strong connection with the Canadian First Nations people during their international visits, and said that the visit:

was more good than the top one, because I find they were just happy, welcome, taking us places. I [was] surprised [by] their lifestyle and the life-form, I feel like the variations [not] just [in the] environment but there [are] many things I found common with Africa, that's me how I see it.

Societal differences, such as institutional hierarchy, was a challenge for Southern participant G, who found the “*relationship between the supervisor in Tanzania and Western is quite different.*” He described how in the South “*you are trying to be very well obedient, like having a huge gap [between] the supervisors and students,*” and expressed how it was difficult for him to change that behavior when his professors wanted to be called by their first name.

Knowledge mobilization

Southern participant G spoke of the changes that were made to facilitate knowledge mobilization from the research that was being produced by the students. These changes did cause some friction between partners in the South, as one of the partners was designated to communicate the research results. Southern participant G’s perception was that in “*the second year of the project [they] start[ed] to realize that little things were done at the very local level about the knowledge mobilization to the local communities,*” and felt they had to “*raise up [their] Voices.*” Southern participant G proposed that the students who did the research and had already established connections with the communities should present the research. He stated that an agency was identified to share the research, but Southern participant G believed that he should share his research, as he was in the field and knew “*all local people, village leaders and everyone there.*” As a result, each student was required to draft a budget for mobilizing the knowledge from their results and Southern participant G said that “*Northern participant T who is our overall project coordinator (...) approved that budget and we received funds for that and we did it.*” This is an interesting comment, as the North did not have control over the southern budget as was previously mentioned. Southern participant G continued to explain how he appreciated that his supervisor, Northern participant R, was on location, and that “*it’s something which I saw that directly they accept our voice and they support our voice (...) and the community was really happy.*” His comment speaks to the empowerment of the community fringing the park borders, as the students went to the local community to share their research results, and the community started to use their “*research to demand their rights.*”

Southern participant G believed that one of the benefits from this partnership was the newly created relationships and how they have persisted even after the closure of the project. He indicated that the southern partners were collaborating on projects without the North,

which speaks to the opportunities created from the PAPR project, and that he would also be able “to continue to train [his] fellow Tanzanians” as a faculty member at his institution.

A southern perspective on voice suppression

Academic, rather than tangible trajectory

The following will present the various southern perspectives on voice suppression as experienced in the PAPR project. As mentioned by some of the other partners, Southern participant E described the challenges of the project taking on an academic trajectory with “no tangible benefits to communities and not aimed at solving community problems.” He stated that “the only thing that was lacking is how to address the community issues,” and that this was also voiced by the “villagers when visiting them after the project was concluded.” The villagers expressed that the researchers “always come and we see you coming and coming and you tell us and you ask us questions and respond to it, but we don’t see our problems being solved.” Southern participant G echoed Southern participant E’s comments and signaled this as one of the biggest challenges for the South in this partnership.

Single budget holder in the South

Southern participant D spoke of some of his experiences in the PAPR project that would represent suppression of voice. Southern participant D described the challenges for some of the southern partners to express themselves within the partnership, since one institution in the South was selected as the budget holder for all the African partners. Southern participant D also provided another example of voice suppression:

You see one of the things that I learned very quickly when I was in Canada is that, look why are you here you want to get your degree, sometimes you want to let your voice heard. But if you realize it’s going to be a problem, just keep quiet and do it and get your degree and go.

Publication and access to literature

Similar to other participants, Southern participant D commented on the value and the necessity of publishing as academics to represent the voice from the South. He did mention

how some of the southern countries had started to make some progress and now “*have a couple of very good journals,*” which are publishing local content. Southern participant F, similar to Southern participant B, spoke to the size of the workload of professors from the South and how this would contribute to their inability to participate as co-supervisors for students from the South. He also spoke of the advantages of co-authoring with an academic from the North. He explains how:

they're publishing a lot they know the jargon and everything that is needed for it to go through, the bureaucracies of journals, but sometimes the journals they relax when they are seeing you are working with somebody whose English is their first language, when it comes to us, English is not our first language, so it becomes sometimes difficult.

Southern participant F did state that he has “*published in other journals where they were ready to accept the work even if English is not your first language,*” and that they helped him with proofreading his work, “*but very few journals will do that.*” He also spoke to the advantage of having access to the latest literature when you are an academic in the North, as accessibility to recent research is a challenge in the South, as “*institutions probably won't be able to pay those much dollars to get access to those journal articles.*” Southern participant F explained how he had colleagues who had written and published off the continent, and that their journals were not accessible to the South unless “*they bring you a copy, otherwise, you cannot access it because you have to pay this much for it and they do not want to have to pay, it would be difficult to even find money for it.*”

Cultural impact on voice

Southern participant D stated “*[s]o long as voice is concerned, voice always comes from culture, so whatever we're doing we need to look at it from that perspective, understand why these people behave in this way, there's an antecedent.*” He then proceeded to give an example and spoke of decriminalizing same sex marriage in the South. He mentioned this was a topic of discussion at a commonwealth meeting and how some of the commonwealth countries still criminalized same sex marriage. Southern participant D strongly stated that “*before the British came, we had our customary marriage laws and it is still in force and that customary law prohibit and forbid this so don't try to change that law for us it won't work.*”

Southern participant A found that he was not able to express himself in this partnership, and that his voice was somewhat ignored due to his position in the partnership in the South, which was primarily a hierarchal society. Southern participant A also expressed some of the communication challenges he faced with his supervisors, and that:

Canadian universities have a subtle way of telling that we can't do this, and that is where that aspect of your contribution wasn't taken. If you say that you have this idea that you want to project for your dissertation, your supervisors will support you along the way, keeping on with your thinking until finally when it gets to the point it is getting to the defense maybe they tell you, you can't do this, you can't do this unless you move this way, and that was the challenge.

Ownership and funding

Southern participant A also mentioned that he wanted to study and research the governance models, but his supervisory team told him he had to choose issues of capital assets as his topic as they believed governance models were not “*a big enough of an issue.*” Southern participant A explained his northern supervisor had been to the community where he was conducting his research, but Southern participant A argued that since he lived in the country, he “*had some information that they didn't have.*” Southern participant A believed that since he was not able to “*provide literature*” on his governance topic, “*they said that would be at a dead end it's not accepted.*” When asked if he believed having a southern professor as part of his supervisory team would have impacted his experience, and his choice of topic, Southern participant A enthusiastically agreed. Southern participant A said he even suggested a southern scholar from his institution and was told it was not possible, and “*not too sure whether it was the lack of funding.*” He said he believed he was told that “*there was no option for [him] to pick somebody from [his] country.*” In the end, Southern participant A was disappointed to see the project end with no opportunity to extend the funding as he wanted to continue his research in the communities, and wanted to “*share whatever knowledge [he] obtained, but there isn't any formalizing by giving source funding to do it.*”

Similar to Southern participant A, Southern participant B expected the North to continue to supply the funds, and to follow up on the research. There seems to be no ownership of the research and no interest in continuing to work on their own. This indicates a

huge gap in the capacity-building training that was delivered or received. It seems to be a continuation of the colonization legacy and practices. Southern participant A stated that he believed:

we should do more studies into park community relationships and see how best we can improve voice. Even though I indicated I had not followed up, I think that's – I have belief that much hasn't changed since the project ended, and if we would have – is it a project or somebody here or somebody from the north coming to study the situation I think it will improve.

Southern participant K mentioned how he was not aware of how the project had ended. He remembered that his supervisors asked him to continue with the work, but Southern participant K said this would have been difficult, if not impossible, due to the lack of funds, change of leadership at his institution, the retirement of northern faculty, and some faculty members changing institutions. He stated that he did not “*know whether the project is still in existence or is it closed somewhere. The project closure it's for me is not done well.*”

Southern participant A stated “*if you want to build the voice of people you're working with*” you could only accomplish this over a long term partnership:

because, as we're talking about maybe we have cut off with colonialism (...) but now we're still seeing it, then that idea would be that well, it is still recurring because if IDRC engages in a project with [a southern institution], at the end of the year, they collect their data and they are gone. Another thing was about capacity-building, what are the indicators to show that after the project we have built their capacities, those things should be seen. Otherwise then you're missing your agenda and all, [you] assume that this is your colonialism acts are still there. That is very important.

Involving local voices

Southern participant B mentioned there should have been more consultancy with “*local people and the agencies [in the South] before setting those goals.*” He mentioned how there was a large gap in “*voice between the community people and park management,*” and suggested “*increased consultation with people on the ground to see how best we could bridge*

this even before setting those goals.” Southern participant G found it challenging that the North viewed the South as sharing the same culture, and as he stated, *“maybe we are sharing our black color, that's the most common to us but the rest things there's a lot of differences.”* He also spoke of the challenges of knowledge-based projects for communities, as locals *“have high expectations [that] you have come to address all their problems,”* and that it was *“disappointing when they see that five years of the project, six years of the project then they remain as they are at the beginning.”* Southern participant G believed the solution to this challenge required the involvement of local voices in the development of these projects and *“to make sure that at the end of this project we could have something significant at that local level.”* Southern participant B spoke to the lack of release time from their work duties to work on the project as he stated that his *“bosses haven't given time off [of his] normal schedules.”* Release time afforded to the northern partners and not made available to the southern partners. This is another example of the inequitable distribution of work within the partnership contributing to the suppression of voice for the southern partner.

In this section, many powerful statements were made by southern participants sharing their perspectives on the empowerment and suppression of voice in the PAPR project. Some similarities can be found with the northern participants’ responses who offered some different perspectives on their lived experiences within the partnership. All the southern participants spoke to the empowering impact of the PAPR project on their personal and professional lives. Participants explained how this project offered them an opportunity to complete their PhD studies abroad, which is highly valued in their country and culture, and is unattainable for most southern people due to the cost. The southern participants stated that completing a terminal degree increases their credibility within their institutions and communities, provides promotion opportunities and job security, and also gives them the opportunity to share their knowledge and train future students in their country. Some of the southern participants stated that completing their PhDs had increased their chances of publishing and publishing, is considered very powerful in the South. Therefore, this capacity-building experience had provided new opportunities for the southern partners to express themselves, not only in this partnership, but also in academia and in future research project. Some participants did speak of the many barriers to publish in the South, including access to funds to continue their research, the lack of experience, and the availability of mentoring by northern researchers. One participant commented on how some money was wasted on unnecessary projects in the South and strongly believed the South had to build their own capacity and provide their own

funding to break from the dependency on the North. Some examples provided by southern participants, representing the suppression of voice, included imposing northern-centric policies and procedures, the dependence on the North for funding and the lack of consultancy with community people and parks management. The southern participants also stated that the North believed that there were no significant cultural differences between southern participants, which probably led to naming one southern institution as the lead institution and budget holder. Most of the southern participants believed that there was good communication within the PAPR project, which contributed to the empowerment of the voice of the southern partners. All these various lived experiences influenced the southern partners' ability to express themselves; the experiences facilitated and empowered some of the participants through their capacity-building experiences, whereas others were suppressed due to policies, processes and funding restrictions within the partnership.

4.5 Conclusion

This chapter captured and summarised the findings that were associated with the sub-questions of this study and the literature review. The sub-questions included various themes, addressing power, voice and the ability of the participants to freely express themselves within the partnership. In answering the central question to this study, the findings of these sub-questions will help to establish the factors that influence voice in higher education partnerships between the global North and the global South

Several responses defined key factors influencing participants' perceptions of power within North-South partnerships. As previously mentioned, Africa is said to be in a post-colonialism era, but as some southern participants have indicated, some unintentional colonial practices are still being experienced in higher education partnerships, thereby influencing the outcomes of the projects. Funding protocols, northern-centric project policies and procedures, and southern partners continuously needing to meet the North's requirements and demands to acquire and sustain funding are all examples of colonial legacy, and practices which the north has re-labelled as partnerships. These themes that were uncovered and highlighted by the participants in this study support what was identified in the literature and further demonstrate the significant influence of unintentional colonial practices on the northern and southern perception of power within partnerships.

Another key factor was the perception of equality by participants in the PAPR project and steps that were taken to create an equitable environment for all the partners. It was clear that the leadership of the PAPR project attempted to be as inclusive as possible with their processes in the project, but regardless of these efforts, the southern participants believed that it was impossible to reach equality, due to the North providing and controlling the funding. Gender representation, release time for southern partners and unequal investment in research were other topics, discussed by participants, which considerably defined their views on equality in the PAPR project and influenced their perception of power within the partnership.

Several examples described how funding in international higher education partnerships also influenced participant's perception of power in the PAPR project. Participants clearly communicated that the source and control over funding would empower certain partners and suppress the ability of others to fully and freely express themselves within the partnership. It is important to note some of the participant's comments that funding will continue to be a source of conflict in international partnerships.

Leadership in the PAPR project was the last factor that influenced the perception of power within this partnership. Hierarchy within society and organizations in the South, control and sharing of the budget, and appointing some of the southern partners as leads in the project all impacted how participants viewed and experienced leadership in the project. Some participants believed that the North was not well versed on their partners' cultures, some impacting the decisions that were made by the leadership. Regardless of the measures put in place, it was evident that the South still perceived the North as the leaders of this project. This further demonstrates how leadership in the PAPR project influenced the perception of power within the partnership.

Unintentional colonial practices, perception of equality, funding and leadership are all clearly factors that swayed participants' perceptions of power within North-South partnerships. It is evident that the participants' perspective of power either suppressed or empowered their voice in this higher education partnerships between the global North and the global South

Some of the responses also defined the elements in higher education partnerships that impact facilitation of voice for all the partners in the PAPR project. Various forms of

communication were established to accommodate the complexities of this partnership, which included several time zones and the availability of dependable technology. In-person meetings were scheduled for participants in the three countries represented in this partnership, to provide everyone an opportunity to have their voices heard. Cultural differences, lack of local knowledge, varied communication styles, complexity of reporting structures, hierarchy within society and organizations were all identified factors that caused communication challenges within the PAPR partnership. Some of the participants strongly believed that the current model of development did not permit the South to truly express themselves and have their voices heard in higher education partnerships. The southern partners spoke of the lack of voice from the South, when projects were considered by the North. As demonstrated in this segment, communication, cultural awareness and local knowledge were significant factors impacting, in various degrees, the facilitation of voice for the partners in the PAPR project.

Participants shared their perspectives on the empowerment and suppression of voice based on their lived experiences in the PAPR project, which defined how it has influenced their ability to freely and truly express themselves within the partnership. The northern participants believed that collaboratively contributing to the project proposal, respecting traditional structures that exist in Africa, avoiding the implementation of northern-centric processes and procedures, and the ability to publish and freely express themselves, were different examples of the empowerment of voice in the PAPR project. Both northern and southern participants confessed that the North was mostly empowered in these partnerships as they provided funding and the conditions linked to the funding. The northern and southern partners strongly believed that higher education and capacity-building would create positive social changes. Many of the participants also discussed how it was difficult to understand the challenges of the South with the current development models with short project cycles. Clearly, funding continues to be a contentious matter in international partnerships impacting participants experiences within the partnership and influencing their ability to express themselves.

The PAPR project, as described by many participants, was a life-changing and empowering experience for them. The participants explained how this experience, on a personal and professional level, permitted them to complete a terminal degree, increased their credibility within their institutions and communities, provided promotion opportunities, job

security and publishing opportunities. The PAPR project recognized the southern partners' skills and gave opportunities to further express themselves in academia and in future research projects. Some participants did caution that the imposition of northern-centric policies and procedures, the continued dependence on the North for funding, and the lack of involvement of communities in the partnerships, would only suppress and prevent the facilitation of the voice of the southern partners.

Unintentional colonial practices, perception of equality, funding, leadership, communication, cultural awareness and local knowledge, the conceptualising of development partnerships and funding models are all elements of higher education partnerships that were highlighted by participants when addressing the three sub-questions of this study. These elements provided and described the various factors influencing voice in higher education partnerships between the global North and the global South.

Chapter 5 – Discussion

This chapter will explore the value and significance of the results of this research. It will assess and enlighten what was revealed in the findings chapter by directly relating the results to the research questions and the literature review. This chapter will also provide the foundation and argument for the conclusion of this study.

This research study explored the influence of power on the facilitation of voice in the Protected Areas and Poverty Reduction (PAPR) Canada-Africa Research and Learning Alliance capacity-building partnership involving higher education institutions in Canada, Ghana and Tanzania. The key research question was ‘what are the factors that influence voice in higher education partnerships between the global North and the global South?’ The purpose of this study’s central question was to gain a better understanding of the influence of power from the various stakeholders in an international partnership between the global North and South, and the impact it had on the abilities of partners to freely express themselves in communicating their needs and concerns. This partnership included three different countries and distinctive cultures, and one could not assume that power or voice was exercised, recognized or respected similarly in all three cultures.

This chapter will also discuss participants’ perceptions on the following research sub-questions of this study.

Research question 1

What factors influence the participants’ perceptions of power within North-South partnerships?

Research question 2

What are the elements in higher education partnerships that impact facilitation of voice for all partners?

Research question 3

How do the lived experiences of higher education partners influence their ability to freely and truly express themselves within the partnership?

These sub-questions assisted in answering the central question of this study, and provided some insight into the significance of the perception of power between partners in the PAPR project and how that impacted the facilitation of voice within the partnership.

Interview questions (see appendix B) were based on the research sub-questions and on key emerging concepts related to themes derived from the literature review, which indicated a gap in research on the representation of voice in international higher education partnerships. The concepts included colonialism, agenda-setting, language, culture, policy, knowledge, and equality. These concepts were applied in this study in the creation of the interview questions as they were identified in the literature review as factors that influence voice in relationships in international partnerships between the North and South. The interviews were completed in a semi-structured format, which allowed for room for elaborations and potential themes that may arise from the participants' responses. Overall, the interview responses supported the identified themes and concepts stemming from the literature review. Interestingly, there were some insights specific to leadership, funding and South-South relationships that were not covered in depth in the literature review, which pose as unique contributions to the literature

Answers from participants were analyzed based on the third dimension of Lukes' Theory of Power. This theory speaks to the ability of the Powerful to manipulate the Other to do something they might not actually want to do or to act in ways that are contrary to their own interest, by influencing or changing what they want without visible conflict (Lukes 2005). Thus, intentionally or unintentionally, is the North creating a false perception of what is needed for the South, or convincing southern partners of what the South wants? In capacity-building partnerships, is the North imposing its own system of belief on the South and suppressing the voice of the people they wish to assist? This chapter analyzes to what extent the responses of the participants answer these questions, and provides some insight into what can be done to improve the facilitation of voice in international higher education partnerships.

This chapter's sub-headings are divided by the themes of power and voice with the related concepts identified in the literature. Lukes' third dimension theory of power will also be reflected on throughout this chapter. Luke's theory describes how the Powerful is able to influence the Other to act as the former wishes, without force or conflict, by manipulating or changing what the Other wants through a ubiquitous system of belief or fabricated perception (Lukes 2005). The following discussions will use this lens observing and unpacking power dynamics between the North and the South within the PAPR partnership.

5.1 Power and Colonialism

As previously mentioned, Africa is said to be in a post-colonial era, but colonial practices, even if unintended, are still being reflected in international higher education partnerships between the global North and South. The following responses by participants answered the first sub-question, and identified factors influencing the perceptions of power within the PAPR partnership. During the interviews, the topic of colonialism and the impact of a colonial past emerged from participants' responses and was reflected in their responses.

Universities as instruments of colonialism

Participants spoke of universities as “*another example of institutionalized colonialism*” and that they were essentially “*instruments of colonization.*” Other participants insinuated that the South felt obligated to accept what the North had to say in this partnership out of “*colonial respect*”, as the North was providing the funds that was making the partnership possible. Another participant mentioned that she perceived the communities in the partnership as distrustful, “*and rightfully so,*” of the North “*as representatives of colonial, dominant society.*” Jowi (2009) supports these comments made by the participants of the PAPR project and states that internationalization of higher education has limited the emergence of free and creative voices from the South, mostly due to the North's historical position of power. To this day, the South's past colonial history still seems to influence and impact the voices of participants in international higher education partnerships in an Africa in a post-colonial era.

These powerful statements indicate that history still has a strong influence on new relationships being forged in partnerships. As stated by Appadurai, it is the responsibility of the “*privileged institutions*” of the North whose critical voices should “*speak for the poor, the vulnerable, the dispossessed, and the marginalized in the international fora*” (2000, p.18). Appadurai's comments are well-intentioned, but this approach alone does not facilitate voice for the South or address the imbalance of power in these international partnerships. Ilieva et al.'s (2014) study demonstrated how it is crucial for the North to facilitate and to listen to the voices of all stakeholders to uncover vital contributions to the partnership, which will assist in flattening the remaining power imbalances in the relationships. The PAPR project and the leadership team, which included partners from the North and South, did implement several

initiatives to try and address some of these power concerns within their relationships. They included a collaborative approach to writing the proposal with southern partners as co-applicants, and dividing the budget between the North and the South. Other initiatives included a governance model, which outlined communication processes, meeting schedules and agenda-setting procedures. In theory, these initiatives and processes should have assisted in alleviating the power imbalance between the North and South and facilitated a voice for all the partners in the PAPR project. In practice, as suggested by the interview responses, these initiatives may not have addressed the imbalance of power and facilitation of voice for the southern partners. At times, some initiatives may have introduced different power imbalances that affected the facilitation of voice, such as the appointment of one southern institution as the budget controlling institution for all the southern partners. The pressures of a colonial history seemed to have permeated into recent partnerships such as the PAPR project. This chapter will review the initiatives that were successful in strengthening the relationships between the partners and discuss the initiatives that caused major challenges in the partnership.

Transformational and transactional relationships

In a time when the South is still deciphering their identity in a post-colonial era, Samoff and Carroll (2004) state that the term partnership has replaced the term philanthropy to describe the relationship between the North and South. One could also question if it has also replaced the term colonialism. Since universities are a legacy of colonial rule and partnerships between northern and southern universities are still dependent on hard and soft resources, including policies and procedures that were designed in a northern system, is the relationship truly transformational or simply transactional (Brinkerhoff 2002; Samoff and Carroll 2004; Sutton 2010; Wanni 2010)? Based on the responses of the southern participants in the PAPR project, the relationship was perceived as transformational for some participants. This project provided them an opportunity to serve their country and their community and acquire a terminal degree, which provided them with job security. This transformational experience also assisted in forming new relationships and continued collaborations, increasing their confidence and abilities as researchers through publications with reputable journals. For other southern participants, the partnership offered a transactional experience, by providing funds for their institutions and the purchase of equipment. As mentioned by one of the northern participants, this transactional relationship may be responsible for some of the

southern partner's lack of confidence to speak up against the external partners, since southern partners see northern partners as more powerful as providers and controllers of funds. This statement by the participant on the nature of the relationship answers the third research sub-question and describes how this lived experience influences the ability of the southern partners to freely and truly express themselves.

Imposed northern-centric system

The literature also warns that northern universities, in their positions of power, often influence higher education institutions in the South through development projects, required reporting, and related policies and procedures, which “*dictates imitative modernization in developing countries*” (Jowi 2009, p. 274). Thus southern institutional voices could be suppressed through mimicking northern institutional practices, which can create new forms of dependency that preserve the power imbalance, potentially influence research agendas (Crossley and Holmes 2001; Eddy 2010). Naidoo (2011) confirms that it is widely accepted that higher education has the ability to mobilize knowledge and has the potential to greatly impact the development stages of emerging economies. This was reflected in the comment made by southern participant I, a ministry representative from the South, who indicated that the North often dictated the development stages and processes to the South, whereas this participant cautioned that the South needs to move at its own pace. Southern participant I believed this well-intentioned type of influence would not work, as southern societies were very different from the North, and were at different stages of development, and needed to develop at its own pace. Northern participant R echoed comments made by Southern participant I and firmly stated that “*changes needed to come from within and it's not necessarily the North that can bring on that change*” in the South. These statements made by these participants are good examples of how Lukes' third dimension theory of power is reflected and applied in higher education partnerships with the North. Southern participant I's statements highlighted how the North influenced, imposed or dictated a northern-centric system on the South that bypassed the empowering stages of development, contributing to the suppression of voices. In answering the third sub-question, these experiences have the potential to influence the southern partner's ability to freely express themselves. Even if unintentional, the past colonial history shared between the North and South appears to influence new relationships in partnerships, because some of the practices, processes and

policies in place were created by the northern system, and have subsequently been forced upon the South.

5.2 Power and Equality

The literature is somewhat cynical when discussing equality in international partnerships between the North and South. Reaching outright equality might not be possible in international partnership, due to the fact that these partnerships are often created based on the needs of the different expertise and skills of partners (Koehn and Obamba 2014). It could be impossible to reach equality with the imbalance of resources, imposing of the policies, procedures and agenda-setting from the North that often dictates the level of representation of voice in the partnership (Hauck 2000; Jowi 2009; Varpalotai et al. 2012).

Diverging from the literature's rather cynical tone about the prospects of change within international partnerships, the study of the PAPR project, participants suggest that the context is more complicated than that. There may be agents of change within international partnerships that attempt to correct the imbalance of power, that differs drastically from what traditional higher education management would be comfortable with. Different initiatives were implemented to address and challenge some of the discriminatory practices experienced in past partnerships. In the PAPR partnership, the proposal was collaboratively written with northern and southern academics and community partners. The budget was equally divided between the North and the South and the agenda-setting required input from the northern and southern partners. These are a few examples in the PAPR project with the North attempting to share power with the South and equaling the playing field with their partners. This collaborative approach certainly did help to alleviate some potential challenges in this partnership, but as shown in this research study, it certainly did not address all the conflict that arise in international partnerships.

Perception of leadership

The following are examples from the PAPR project which address the first research sub-question, examining the factors that influence participants' perceptions of power within a partnership. The southern participants perceived the North, especially the northern lead, to have the ultimate power over the funding and in influencing decisions. Northern participant

T, the northern lead, with all this perceived power, was still admired by all the participants from the North and South, who positively commented on his leadership style, his ability to communicate with all partners, and his inclusive management style. Northern participant T's efforts to create an inclusive experience for all the participants and the flattening of the organizational structure of the partnership, meant that he was viewed as the ultimate leader of the project. For the southern partners, this created the perception that Northern participant T had the ability to adjust the agenda and "*power to influence what was done.*" Leaders for the partnership were identified in the South and were listed in the project documents, but too often, southern participants would gravitate to Northern participant T to solve their issues or challenges in the partnership due to the perceived power dynamics. As a result, collaborative processes in all aspects of the partnership and the identification of leadership roles in the partnership are factors that address the first research sub-questions and represent what influences participants' perceptions of power within this partnership.

Lack of gender representation

Another example of inequality was provided by all of the northern female participants who highlighted the lack of women from the South as participants in the PAPR project. It was identified that the southern partners were from a hierarchal and patriarchal society, which possibly influenced the selection of the participants. This has created an unequal gender representation of voice in the partnership in the South, since only the male voice was being expressed and recognized. When examining this through Lukes' theory of power, this unequal gender representation continues to provide men, in this case the Powerful, with a form of power and control over voice and could prevent women, in this case the Other, the opportunity to participate in higher education institutional discourse.

Impact of hierarchy in the South

Some of the southern participants in the PAPR project who come from a hierarchal society highlighted that it was not possible to have a balance of power in a partnership as there needed to be a certain level of hierarchy. This powerful statement refers to Lukes' third dimension of power and insinuates that the Powerful is able to influence the Other to act as the former wishes, without force or conflict, by manipulating or changing what the Other wants (Lukes 2005). In answering the first research sub-question, hierarchy is another factor that was identified as an influence on participants' perceptions of power within the PAPR

partnership. Hierarchy within the culture of the South was not predominantly identified in the literature as a challenge in international partnerships. In the PAPR project, the northern-centric approach of a collaborative, heterarchical project structure seems to have caused some challenges between the southern partners, who are currently accustomed to a hierarchal, top-down approach of decision-making. Participants stated that in a hierarchal society, it is difficult to speak up in the presence of people with authority, to air grievances, and most importantly, decision-making is still top-down in the South. The southern hierarchal environment is significantly different to the northern environments that promote collaborative processes in partnerships. One of the southern participants explained that leaders in the South were often appointed to projects based on their position and not necessarily based on their skill set and their ability to contribute to the overall goals of the partnership. The southern participant also indicated that the leadership positions are often held by men and that the selection process was very different from the North, but he remained hopeful that things were slowly changing in the South.

The North's misunderstanding of the importance of hierarchy in the South might have contributed to some of the challenges in the PAPR project. Both northern and southern participants indicated that the northern partners' lack of knowledge of how things operate in the South contributed to some of the inefficiencies or conflicts within the project. These examples of the hierarchal influence in southern societies described how the third dimension of power in Lukes' theory is applied in international partnerships. A smaller group of individuals who hold positions of authority in society or within their organization represent the Powerful who can influence or manipulate the Other of what they want without visible conflict by creating false perceptions.

Past partnership experiences

Negative experiences in previous partnerships with the North make it difficult for the South to feel like an equal partner. Addressing one of the sub-questions, the following comments made by participants describe how their lived experiences influenced their ability to freely and truly express themselves in international partnerships. Some of the participants mentioned "*being used*" by researchers in the North to attain their degree or being introduced into communities and then being dropped as a partner. Both northern and southern participants mentioned that southern communities were tired of being interviewed by the

North, who kept extracting what they needed from the South for their own purposes as the South kept giving the most and receiving the least. This reinforces Lukes' theory of power, since the North continues to use their position as the Powerful to influence and manipulate the South in their position as the Other, to extrapolate what they need to meet their outcomes without visible conflict. In these cases, conflict is not apparent, as the North in their Powerful position continue to supply the funding for international projects, thereby silencing the South's voice.

Supervisor selection

The selection of supervisors for the PhD students was a topic raised during the interviews, which was unique to this project. This topic generated interesting comments from northern and southern participants. Most of the northern participants believed that it was a missed opportunity to not have southern academics as part of the supervisory teams for the students and stated that they would consider this in a future project. The North believed that this would have provided some of the students with extra cultural support, stronger local context, some networking opportunities, and more continuity in their own country. In contrast, most of the southern students did not see it as an advantage to have a southern scholar as a supervisor except for Southern participant A, who said he specifically asked for a southern supervisor, but was denied. The reasoning provided by southern students denotes Lukes' theory of power as the students alluded that it would be easier for them to have a supervisory team from the North, who understands the northern system since their degrees were from a northern institution. This refers to Lukes' theory of power and addresses the third research sub-question as the southern students, in this case the Other, are constantly being exposed to the northern system who are funding their education and shaping their knowledge from a northern perspective, potentially unintentionally influencing them to act as the North wishes, in this case the Powerful, which ultimately influences their ability to express themselves and, therefore, controls the voice of the South.

5.3 Power and Funding

Control over funds

Because the North controls project funds and resources, by default, the North is positioned in an incredibly powerful role within international partnerships, and has an overt influence on the South's ability to voice their opinions freely; therefore, consistently

reinforcing an imbalance of power. For many years, the North's control over resources has been the basis of many challenges in international partnerships (Gaillard 1994; Hauck 2000; Samoff and Carrol 2004; Bradley 2007; Obamba and Mwema 2009; Koehn 2012b). In the PAPR project, a northern participant bluntly stated that funding is the root of all evil in development projects, as it reinforces colonial practices and dependency, and the participant found that it was no different in this partnership. Another northern partner stated that the South is often put into a position of “*kissing butts*” to get access to funding, while other participants commented that the South will always do what the North wants to access funds. There is an expectation of the North to bring either funding, supplies and other resources when interacting with the South. Several northern participants agreed that this model of funding projects reinforces dependency and often contributes to the failure of projects. Some of the northern participants stated that trying to attain equality was a flawed approach, since the partner who held the funding for the project had control and was the most powerful in the partnership. Similarly, Northern participant L said that the North was most powerful and influential in the PAPR project because the funds came from the North, the proposal was developed in the North, students from the South went to the North to study, and the scheduling of activities was determined by the North. These statements address the first sub-question of this study as a large portion of the funding for international partnerships is often provided by the North, which places them in a powerful position to influence the southern participants' perception of power. Consequently, this would impact the South's ability to truly express themselves in the partnership for fear of losing the financial benefits of the partnership. These statements also demonstrate how the North, through the control of funding, is convincing the South of what they want, providing the North with the ability to achieve their desired results by excluding certain issues from ever arising. These examples validate and explain how Lukes' third dimension of power is visible in higher education partnerships between the North and South.

Unique finding: Cultural differences in funding management

This research demonstrated how control over resources had a different significance in different cultures. Northern participant O indicated that the North had a culture of collaboration and sharing of resources in a partnership with other institutions, but found that it was not always the case in the South. As explained by southern participants, institutions in the South tend to want to “*keep the lion share*” of the whole funding. Southern participants

suggested that increasing transparency surrounding financial management would have alleviated conflict in the PAPR project as the South perceived some inequalities between the northern and southern budget. Some southern participants did not trust the budget management processes by the identified southern institution. This lack of transparency fueled some distrust between southern partners and the required reporting by the northern funder was identified as a challenge by the South. Answering the first sub-questions, the lack of collaboration and transparency in the partnership processes are examples of factors that influenced participants' perception of power within partnership. This finding regarding the cultural differences on the fund management between southern partners is an unexpected concept that emerged from the interview research, and contributes to the literature as a rather unique insight to international partnerships.

Collaborative approach

When several institutions are involved in an international partnership, it is difficult for all partners to feel equal in the relationship considering the disparity of resources, knowledge and experience. The literature indicates a collaborative approach undertaken in a partnership could diminish the adverse impacts of a partnership that is highly indebted to a partner (Obamba and Mwema 2009; Swiss Academy of Sciences 2012). In the PAPR project, the North wished to right the balance and divided the budget between the North and the South. In practice, as one northern participant stated, supported by several northern and southern participants, this created chaos and divided the southern partners. The PAPR project attempted to address some of these challenges in their partnership by dividing the budget with the South and naming one institution in the South as the managing partner of the funds. The North wanted to try to right the balance of power by sharing the responsibility of funds management with the South, but this well-intentioned initiative backfired and caused some division between the southern partners. Northern participants indicated that choosing one southern institution to manage the funds provided power to one partner and gave the impression to other southern partners that they did not have control or access to the decision-making process. Dividing the budget and appointing one institution as the manager of project funds demonstrated how the lack of local knowledge by the northern partners and the North's inability to grasp the significance of hierarchy in the southern partner's society impacted on the facilitation of voice between partners. As a result, addressing one of the research sub-

questions, control and the disbursement of funds were factors that influenced participants' perceptions of power in this partnership.

Impact of the South investing in research

The perceived position of power and influence that the northern partner had, stems from the North's financial investment in research. In practice, southern partners would seek the Northern voice to make final decisions, especially during disputes. The northern lead was often put in a position to mediate discussions between the southern partners, which mostly involved funds. All the southern participants mentioned during their interviews that they saw the northern lead as the overall project lead and that they would often approach him to solve their challenges. One southern participant boldly stated that, Northern participant T, was providing the funds, therefore he was the leader and "*we have to call it and accept it.*" This presents more evidence that control over funding influenced the participants' perceptions of power in the PAPR project. Many southern participants indicated that they simply needed to accept the fact that the North had more control in the relationship due to their position of influence and the power afforded to the northern partners by their position of privilege. On a related note, the northern funder did indicate that they were working with the UK and the South to demonstrate the value of investing in research. If the southern countries have the capabilities to invest in research and can match funding with the North, this would place them in a very different power relationship within future partnerships. The matching of funds for projects by the South would challenge the North's dominance in international partnership. Lukes' third dimension of power would no longer apply as the southern voice would no longer be suppressed or silenced with the South's ability to break its dependency on funding from the North.

Funding model

The South still portrays the North as being the most powerful in the partnership, as the provider of funding, regardless of efforts made in implementing policies and procedures to share the control of the funding. The literature states that the current funding model used in many international partnerships between the North and South still unintentionally reflect colonial or imperialistic processes through providing and controlling funding, imposing or influencing the agenda, implementing policies and procedures, and requiring reporting as justification of expenditures and proof of completion (Hauck 2000; Angeles and Boothroyd

2003; Jowi 2009; Morfit 2009; Landau 2012; Varpalotai et al. 2012). The concept of continued and unintentional colonial or imperialistic influences is well supported by research participant responses in the PAPR project. In terms of funding, it is noteworthy that none of the northern participants in the PAPR project spoke of having any challenges with funding or of the processes implemented by the funders. Challenges with funding processes were only identified by the southern participants. Even when discussing the participants' preferences for collaborators, participants still point to funding and the perception of wealth. It was also interesting to see the various responses from the southern participants when asked if they preferred to collaborate with northern or southern institutions. Some of the southern participants indicated that they preferred working with a northern institution as they have access to funding compared to working with a southern institution, which may not have the resources required to sustain the partnership. Southern participants also indicated that too many bureaucracies exist in the South as compared to the North. Additionally, participants also discussed the perception of wealth and influence in relation to the northern partner's race. Another interesting comment made by several of the southern participants was the perception of the power of relationships with O'Brunie's (referencing white people). A southern participant provided an example of a perception in the South, stating that if you were in the company of white people, you had access to money. Only one southern participant stated that he preferred working with other southern institution as there was no power imbalance related to financial differences. The research heavily supports the literature's perspective of unintentional, but continued colonial or imperialistic influences from North to South. The South perceives the North as the most powerful, since the North provides the funding, even though there are efforts to implement processes to share the control of funding.

Changes to the administration of partnership

Some of the southern participants provided various recommendations to address some of the imbalances experienced in international partnerships between the North and South. Southern participants recommended increasing the engagement of the South in conceiving and the writing of proposals based on local needs. They also suggested providing more autonomy over the funds allocated in a project to meet the changing needs of the communities over the life of the partnership, whilst still respecting the goals of the project.

Several southern participants highlighted how many international partnerships and projects were poorly administered as the North often dictated how the funds were to be used in the South. They elaborated further, stating that when considering the number of projects that had taken place and the amount of money that had been invested in Africa, very little had changed. One of the southern participants stated that after spending the sum of two million dollars over six years in the PAPR project, aside from students completing their PhD's, nothing had really changed in the communities involved in the partnership. Southern participants believe that increasing the involvement of the South in the conception and the implementation of international partnerships would improve success rates and communities would experience beneficial changes.

Funding priorities need to be established with the collaboration of the South and more time needed to be spent on building the relationship at the start of the partnership. Many of the southern participants attributed the lack of change in Africa to the absence of southern local knowledge by the North and the lack of involvement of the South in the initial project proposal stages. Opportunities to extend the length of partnerships, to build a succession plan, and to divide the funds between all the southern partners were also mentioned by most of the southern participants. The imbalance of power linked to funding prevented the southern participant from occasionally expressing themselves during the partnership, contributing to the lack of progress in the South. Participants provided these recommendations based on their lived experiences in international projects and described how it influenced their ability to express themselves, addressing the third sub-question of this study.

The literature has been suggesting, for many years, that current applied management practices are dated and inefficient. The management practices for these international partnerships, which includes the funding models, could be outdated as they are still focusing on short-term results versus long-term gain through well-established relationships, and still apply a top-down approach to development and implementation of curriculum, processes, and policies, which simply reinforces dependency (Hauck 2000; Crossley and Holmes 2001; Holm and Maletle 2010; Koehn and Uitto 2017). Recommended changes to the management and funding models are only starting to emerge in practice today. Some recommendations include the prevention of transferring northern processes and policies to the South, as well as the replacement of obsolete collaborative research frameworks that are often insufficient and promote a dependency model (Bernard 1986; Crossley and Holmes 2001; Bradley 2007).

Some of these suggested recommended changes were applied in the PAPR project, such as the collaborative process applied in the proposal writing stage and the dividing of the funds between the North and South. These different approaches to partnership management did not fully alleviate all the challenges in the partnership, but as mentioned by participants, the efforts by the North in trying to balance the responsibilities and power were appreciated. This would indicate that these changes are a step in the right direction in balancing some of the inequities in higher education partnerships.

5.4 Power and Leadership

The theme of leadership in international partnerships is not discussed in great depth in the literature, but there needs to be an understanding of how leadership, a position of power, plays a role in voice facilitation within such partnerships. In the PAPR partnership, during interviews, participants often commented on the northern and southern leads in the project and the division of power and responsibilities between the North and South. Faculty members often hold the lead positions in international partnerships and yet very little research is done on their role, their motivations and challenges that they may face (Eddy 2010). Research does highlight best practices for higher education international partnerships but fails to discuss the role, the responsibilities, or the significance of knowledgeable and capable leadership to ensure the implementation of these practices (Gaillard 1994; Bradley 2007; Crossley 2009; Obamba and Mwema 2009; Holm and Maleté 2010). As identified by the participant interviews and the research gap, leadership as a concept was significant to the PAPR project, especially with its ties to power, voice and the success of this partnership was significant to this project.

Leadership culture and style

There were some significant differences in leadership culture and style within the PAPR partnership between northern and southern partners, as well as within the North's culture of top-down management culture. Higher education is still a male dominated industry in the partner institutions in the South, but participants from the North indicated that this is slowly changing. Several of the participants spoke of the challenges caused by the differences between the hierarchal nature of the southern partner's leadership culture and the heterarchical nature of the northern partner's leadership culture. The hierarchy in the South

encourages a top-down decision-making model, which is significantly different from the collaborative nature of the North. A southern participant commented and described Canadians as too nice, that they seem afraid to disrupt what is happening in the South and that perhaps they are too democratic in the way they manage their partnerships. In the PAPR project, the northern partners seem to have made every effort to create a collaborative environment for all. Still, the literature does state that partnership policies and processes make it difficult to create equitable partnerships when projects are still being instigated in the North and agendas are created without a southern voice (Crossley and Holmes 2001; Grant 2016) As a result, the northern participant's collaborative leadership style and culture is in constant conflict with the North's top-down, hierarchal nature of the dated partnership management policies and processes.

Perception of leadership and power

The documents for the PAPR project clearly listed northern and southern partners as leads. Regardless of the measures that were put in place, delegating the responsibilities and establishing the leadership roles in the partnership, the South still viewed the North as the ultimate and more powerful leader in the project. Further research is required to better understand the southern faculty's perspective to improve collaborations and better understand the needs of the South (Semali et al. 2013). Participants in the South clearly linked leadership with the control over funds. Numerous comments were made by southern participants of the Northern lead being the most powerful person in the partnership as he was providing the funds, could adjust the agenda, and had the power to influence what was done. Northern participants X spoke of emerging changes in funding practices and that some northern funders are now giving control of funds to the southern partner. This comment was also confirmed by the northern funder of the PAPR project who spoke highly of this practice and how it impacts the relationships within the partnership. One questions if these new practices really address some of the power imbalances between the leadership in these international partnerships, when the funds, the policies and reporting requirements are still being supplied by the North. Further research would be needed to understand the impacts of such funding practices.

Challenges faced by southern leaders

The link between leadership, power, and control over funds was evident by the challenges that ensued after the North appointed one of the southern institutions as the budget controller for the southern partners. Funding is often mentioned in the literature as a fundamental challenge for the leadership in North-South partnership. It is difficult for the leadership of international partnerships, involving several institutions, to create an equitable experience for all the partners, where all resources, interests, objectives, and processes are provided or driven by the North (Koehn and Uitto 2017). One of the participants from the leading institution controlling the budget, indicated that they were perceived as having more power, which caused some challenges for the partners in the South, especially at the beginning of the partnership. The leading southern institution indicated that they would reach out to the other southern partners when decisions needed to be made; however, when a major challenge would arise, they would defer to the North to intervene and mediate. It was also mentioned by some of the participants that they wished for more transparency within the partnership and even suggested that an outside firm should be hired to administer the project. One of the participants believed that an outside firm would eliminate some of the power struggles between the partners and would create a greater sense of equity. Despite the challenges that were faced by the participants and the leaders of the PAPR project, all participants expressed that they truly appreciated the various capacity building opportunities that the project provided.

Potential for perceived or real exploitation

At the same time, it is important to understand the potentially exploitative or manipulative relationship between northern and southern partners, since the North seems to be consistently studying the South, with the South benefitting very little in terms of non-academic outcomes. This was demonstrated by one participant's perspective on the PAPR partnership. The participant stated that after his experience with the PAPR project that he would be more careful when choosing a northern partner institution. The participant indicated that, once the PAPR partnership was over, the northern partner continued to access the region and communities to further their research and conduct field schools without consulting or involving the southern partner who made the introductions. The literature does warn of northern institutions and partners who are self-assured of the applicability of their northern-centric curriculum in the South and continue to apply a top-down approach to development

with little consideration of their southern partner's contributions (Holm and Malete 2010; Oliphant 2013).

The participant said there was no reason for the northern faculty to have “*cut off*” ties with them, as the principal behind the PAPR partnership was to continue to work together on future collaborations. The literature does warn that some northern partners, at times, manipulate and exploit their southern partners for their own career progression, to extract what is required to further their own institutional goals, including research opportunities or financial targets (Fukuda-Parr et al. 2002; Angeles and Boothroyd 2003; Woodfield et al. 2009). Even considering that this participant's experience in the PAPR was unique, it is still noteworthy, since it demonstrates potentially exploitative or manipulative influences of international higher education partnerships between the North and South. Given that both northern and southern partners often want to continue participating in such partnerships, it is understandable that voicing concerns may sour opportunities for future partnerships. It is plausible that, in other higher education partnerships, participants could have had similar experiences, but did not feel they had the ability to voice their concerns in fear of repercussions and jeopardizing their future ability to access funded project from the North.

5.5 Voice and Communications

Communication processes

The PAPR project had initial goals of cross-cultural learnings between northern and southern partners; however the literature suggested that further research is needed to understand the importance of voice facilitation and how to best facilitate voice to enable cross-cultural learning and more balanced power dynamics. The PAPR documents (Murray 2008) spoke to a three-way flow of benefits in the partnership: Canadians learning from Africans, Africans learning from Canadians, and Africans learning from Africans. It also highlighted the goals of the project, which included knowledge mobilization, developing a collaborative research and learning program, and the training of students, which would nurture the creation and sharing of knowledge between researchers and community members. The literature suggests that further research is required to hear and fully understand the southern participants voice and their perspectives on working with the North to gain a well-rounded assessment of key determinants required for an effective partnership (Semali et al. 2013). Eddy (2010) states that challenges in partnerships surrounding communications,

cultural differences, and inequitable power distribution could be resolved or minimized through the facilitation of voice; this would improve communication, build diversity consciousness, and empower the South through various discourses in the partnership. With good intentions, the northern partner had put various tools were put in place to facilitate communication within the PAPR partnership and a meeting schedule was established with partners in their respective countries. Northern participant T, one of the northern leads, was highly respected and was branded as an effective project manager. Northern participant T attributed those comments to the fact that he spent a lot of time on communications in the partnership and he believed that if he did not do so, the partnership would have experienced different results. He was careful when wording his emails: setting the tone and avoiding any jargon. He stated that email was not the perfect tool for communication, but that he did not have much of a choice due to the time difference between all the partners and the challenges of phone or Skype connectivity. Most of the participants spoke to the volume and effectiveness of communication in the partnership, which they believed truly contributed to the success of the partnership. These comments made by participants speak to the second sub-question and described the elements, such as regular communication and scheduled in-country meetings for all the partners, which impacted the facilitation of voice for partners in the PAPR partnership. In-country meetings was often discussed during the interviews and described as being one of the most significant and impactful element in the partnership due to the ability to build relationships and trust between partners. Only one partner indicated that he wished there could have been more partner meetings in his country in the South and that this contributed to some of the challenges he experienced in the partnership. He mentioned that he spoke to the North concerning this issue but felt that his concerns were ignored. The North did indicate that they had no control over the activities that happened in the South, but would often offer advice and recommendations. As demonstrated through the project documents and participants' comments, voice was certainly facilitated in the PAPR project, but not all participants believed had been heard.

Communication style and culture

Northern and southern participants commented on the communication styles of their respective cultures and their influence on voice, and subsequent impact on communications between partners. One southern participant stated that this could help to explain why people behaved in a certain way in their culture, which needed to be respected. The southern

participant spoke of a presentation by a northern presenter who was trying to impose the decriminalization of homosexuality and same-sex marriage on the South and other cultures, where such concepts were considered illegal and immoral. The southern participant passionately defended the choice of his country's stance on homosexuality and implied that the North should not have been interfering with these cultural beliefs. This is an example of Lukes' third dimension of power, describing how the North is trying to influence or manipulate the South, without visible conflict, to accept something they might not actually want. The South, in this case, believed that the North was creating a false perception to convince them of what they wanted.

Communication challenges between northern and southern partners, whether such challenges are based on individual personalities or cultural differences, have real-world impacts on projects participants that should be the key beneficiaries of the PAPR project, such as the participating doctoral students. Many participants indicated that communication challenges were not solely based on cultural nuances, but could also be attributed to personalities and individuals regardless of being from the North or the South. However, some northern and southern participants believed that some of the communication challenges were due to cultural differences and attributed them to the southern hierarchical society versus the northern transparent and egalitarian culture. Some significant communication challenges were highlighted by one of the southern participants who was candid concerning his experience in the partnership. He indicated a serious miscommunication on the amount of funding that students were to receive to complete their education in Canada, and as several northern and southern participants commented, the students who were studying poverty alleviation, were essentially living in poverty in Canada during their studies. The southern participant also wished he could have received more training or assistance from the northern partners considering the large economic and development gap between the North and the South. The students provided examples of challenging experiences when securing an apartment in Canada; which should be considered as incidents of discrimination. These statements address the second and third sub-questions of this study and demonstrate the possible need for communication and cultural training for all partners involved in international partnership. Cultural training could improve communication styles, minimize cultural missteps, and influence administrative structures that impact the facilitation of voice.

Governance model and lax implementation

In addressing the second sub-question, a governance model was discussed as an element that would impact the facilitation of voice for the partners in an international partnership. The PAPR attempted to address some of the communication shortcomings and established a comprehensive governance model, which was detailed in the partnership documents, but some of the northern participants indicated that the model was not always respected. As previously mentioned, examples were provided by northern participants who believed their voices were not being heard, their concerns were not being addressed, so they decided to leave the partnership. This was disappointing to the northern partners as they truly believed an effective governance model, if respected, could be an effective tool to help address the imbalance of power in the partnership. The northern participants who remained in the partnership attributed the early departure of certain partners to changes in priorities or the fact that the partnership was not really what they were expecting it to be. As indicated by the literature, communication challenges, and voices being suppressed or not heard, were expected in relationships between the North and South; however, the discords between North-North partners and between South-South partners were unexpected research results. The lax implementation of the governance model created communication challenges and voice suppression factors that was stressful between North-North partners and South-South partners, causing some partners to leave the PAPR project altogether. These lived experiences also address the third research sub-question as participants described their experience in the PAPR project and explained how it had influenced and impacted on their ability to freely express themselves within the partnership.

Voice in written form

The value of collaborative agenda and goal-setting in a partnership and the impact it has on the relationships in the partnership is discussed at length in the literature. One cannot stress enough the significance of developing equity in a partnership as it contributes to the feeling of confidence by all partners that their voices will be heard, and produces an “*atmosphere of democracy and social justice*” (Oberg De La Garza and Moreno Kuri 2014, p. 130). Speaking to the second research sub-question, the element of collaborative work completed by northern and southern partners in the PAPR project demonstrates how it has impacted the facilitation of voice in this partnership. Partnership proposals, agreements, and policy documents are a representation of voice in the written form, and are often created by

the North. In the PAPR project, co-applicants from the South were involved in the creation of these documents and provided valuable input. The representation of voice through such written documents, for goal-setting and establishing agendas, were completed collaboratively between northern and southern partners, which was a positive start to the facilitation of voice.

At the initial stages, there can be misunderstandings of project goals, even when they are created collaboratively between northern and southern partners. In the case of the PAPR project, there was a collective focus on curriculum development for the southern partner in the written documents. But the project execution reveals that the northern partners' understanding of this focus on curriculum differed significantly from the southern partners' understanding. One of the partners indicated that the promised curriculum enhancement and development did not take place. When the northern lead was questioned concerning this, he indicated that the project was supposed to be a process of informing the curriculum and not the development of the curriculum. Even when agenda and goal-setting documents were developed collaboratively between the northern and southern partners, there were still some misunderstandings of the project goals.

Voice and project execution

There is a clear distinction between collaboratively creating project planning documents that facilitate voice, when compared to the upkeep of voice facilitation throughout project execution. Projects evolve and priorities change over any international education project, and communication challenges may skew voice facilitation over time. As the PAPR project progressed, the project execution has strayed from the initial agenda and goals that were collaboratively created. In practice, the project execution seems to have favoured the North's academic and project priorities at the expense of the South's priorities of tangible economic empowerment of people living adjacent to protected areas and curriculum development. All the participants did speak to the successes and the shortfalls of reaching the goals listed in the documents. The southern partners indicated that the project took on an academic focus and that economic empowerment of the communities living adjacent to the parks never took place. As mentioned by several participants, academics are specialists in research and are not necessarily experts in development projects, which require a different set of skills. The South's grievance of the project becoming academically focused and neglecting the community development initiatives is another example of Lukes' third dimension of

power. As a consequence, the northern academics, unintentionally or unmaliciously, influenced and achieved their objectives and the voice of the southern partners was somewhat suppressed, as the southern community objectives were not achieved. These lived experiences have also influenced the southern partners ability to freely and truly express themselves within this partnership.

5.6 Voice and Local knowledge

Lack of local knowledge by the North

The value of local knowledge in international development projects and partnerships was discussed by both the northern and southern participants in this study. As discussed extensively in the literature and supported by the PAPR project's southern partners, the lack of consultation for southern local knowledge was problematic and caused tangible challenges. Facilitation of voice for the South in international partnerships can be challenging when priorities are still being dictated by the northern partners. The North's lack of consultation with the local stakeholders and the fact that they believe they knew what the South required, highlighted the imbalance of power in these relationships (Crossley and Holmes 2001; Grant 2016). This was supported by southern participants in the PAPR project who stated that many funded projects that took place in the South had received very little, if any, local input and consultation. The northern partners also did not tap into local knowledge or reach out to local experts, subsequently making it very difficult for these projects to meet the needs of the South. These accounts address the second sub-question and represent an element which impacts the facilitation of voice for the southern partner.

The North's academic institutions seem to exist in a research ecosystem that consistently reaffirms the North's voice as the most authoritative, trusted and powerful voice. Imbalance of power is further reinforced when knowledge is solely created in the language of western science and the southern voice is constantly being interpreted (McFarlane 2006; Landau 2012). This bold statement seems to indicate that the North dictates global agenda and, through various discourse, only wants to hear its own voice. This has the potential of losing valuable local knowledge as the southern voice is caught in translation and the South is forced to accept northern-centric knowledge (Briggs and Sharp 2004). The tendency to translate southern insights into northern-centric knowledge seems to be institutionally

structured, which may influence North-South international projects as a soft-power over southern voices.

Lack of southern supervisors

Recognizing and respecting local knowledge was identified as an element in higher education partnerships impacting the voice of partners, thus addressing the second research sub-question. The Association of Universities and Colleges in Canada (AUCC 2013) highlight, as one of their foundation principles, the value of recognizing contributions of all partners and underline the significance of all knowledge, including local and indigenous knowledge, in establishing parity in North and South partnerships. These principles have not always been applied as universities from the North have long dictated the direction of global higher education discourse through its continued influence of policies and curriculum development perpetuating northern-centric knowledge. Examples were provided by participants in the PAPR project who offered mixed comments concerning the fact that only northern academics were chosen to supervise southern PhD students. Northern participants stated that they had considered having southern academics as part of the supervisory teams, which would have provided local context and continuity for the PhD students, but also commented that there was no shortage of northern academics, who were interested in participating in the project. Northern participant X said that it could be beneficial to have southern academics as part of the supervisory team, but asked if it would really change the balance of power in the relationship since the North was still providing the funding. She also stated her concerns about North and South development projects with solutions that were created in the North and the lack of capacity-building for northern faculty who embark on these projects. There is a clear distinction between the vision of holding local knowledge as a respected and valued asset to higher education and development projects, when compared to the implementation of how to utilize local knowledge to facilitate voice. There may be mixed comments from participants, but it is worthwhile to note that perhaps project leaders could attempt incorporating local southern knowledge to its fullest potential as a respected, authoritative voice. Still, further study would be required to understand the complexities regarding this process.

Differences in northern and southern academic systems

The difference between northern and southern academic systems was also identified as a considerable challenge for both students and southern supervisors. Some of the southern students indicated that southern academics would understand the local context, but when one southern student requested a southern supervisor, he was denied. In contrast, some southern participants mentioned that southern professors had a larger workload compared to their northern counterparts and that this would be a barrier for effective PhD supervision. When considering the second sub-question of this study, having a southern supervisor as part of the supervisory team could have provided local knowledge, alleviated some of the cultural differences, and possibly impacted the facilitation of voice for all partners.

Northern research methods unsuitable in a southern context

To add to the complexities of voice facilitation, there were significant concerns in the literature and the research participants' responses, when discussing how the northern-centric research methods and reporting structures were culturally insensitive and were imposed upon the southern partners. Research methods and preferred reporting mechanisms are established by the North and can be inappropriate in certain southern cultures and can cause concern for southern researchers or research participants (Penner 2014). This was experienced by two southern participants who stated that their supervisors were well travelled and were culturally sensitive, but indicated that some of the research processes that were imposed/established by the North were culturally insensitive, which caused some significant challenges for the southern participants. Therefore, in this case, the northern research methods represented an element which impacted the facilitation of voice for the South, addressing the second research sub-question of this study.

Cultural differences between southern partners

The South is a culturally diverse group of countries, where there are many social, cultural, and political differences between any two southern countries, which adds to the complexities and pluralities of local knowledge. Some of the southern partners indicated that the North did not recognize the difference in cultures between the two Southern countries. The following will demonstrate how the lack of understanding of these differences addresses the second sub-question of this study and reveals this as an element that impacts the

facilitation of voice in this partnership. The appointment of one southern institution as the financial manager of the budget ultimately suppressed voices in the South and facilitated a subservient environment between the southern partners. In creating this administrative structure in the South, the North was ignorant of the cultural differences and the principles of a hierarchical society, which produced a perception of power that impacted the ability of southern partners to express themselves. An overt position of power to influence others in the project was created with the appointment of a sole budgetary authority for one specific partner. The internal conflict between southern partners seems to have been created by the North's lack of understanding of local knowledge and context. The challenges amongst South-South partners were not thoroughly researched and identified in the literature, which poses this theme as a rather unique contributor to research.

Lack of engagement: missed opportunities

In the PAPR project, procedures listed in the project documents aimed to facilitate the access of local knowledge and participation from the southern partners, which were encouraged by the North. Some of the participants hailed the North for their efforts in creating an environment that would facilitate a participative process for all partners, but this was not the perception of all the participants. The PAPR project was a very large partnership with numerous participants. Logistically speaking, one could see the challenges of having everyone involved and hearing everyone's voices. This study is simply recounting the perceptions of people involved in the PAPR project and the impact those perceptions had on the partnership. Still, it is important to fully understand the perceptions of power and facilitation of voice from participants who perceived their perspectives to have been largely untapped or ignored. Six participants with expertise and local knowledge were not fully engaged by the northern partners during the partnership. When these same participants attempted to share their voices, they believed they were simply ignored by the North. One of the participants spoke to the value of having a northern partner with southern roots as part of this project, since it provided the South with a stronger voice. The northern participant was sad to see that the northern partner with southern roots decided to leave early in the project. In a subsequent interview with the partner that left early, he indicated that he left the partnership because his voice was being ignored and he felt used by the North as a co-applicant to secure the funding for the project. He indicated that he was now cautious when entering new partnerships. A similar claim was made by a southern partner who had roots in

the North, and who said that his contributions and comments “*weren’t respected and probably ignored for the most part*” by both the southern partners and the northern partners. These comments could be construed as the North manipulating or influencing the partnership in achieving their desired result without creating any visible conflict by ignoring or suppressing the voice of certain partners, which resonates with Lukes’ third dimension of power.

These comments also speak to the third sub-question of this study and describe how the lived experience of certain participants had influenced their ability to freely express themselves within the partnership. In the case of the PAPR partnership, there were significant responses from participants that their voices were expressed, but ignored, within the project.

Relationship building and short-term funding cycles

Many of these international projects are often inefficient and ineffective since the North enters the partnership assuming they know what the South requires without any consultation with local people. Imperialistic practices are preventing the South from engaging in the global discourse and are suppressing a voice that could offer a local and different perspective to the production of knowledge (Ellerman 2002; McFarlane 2006). Some participants, who would be considered local experts, said they were not consulted during their involvement with the project; some even stated their advice was ignored. As previously mentioned, a collaborative North-South field trip taking place in the South had northern students eating in a restaurant and southern students who purchased food from street vendors due to affordability. This incident demonstrates the lack of local knowledge, which resulted in some cultural missteps during the project, highlighting the economic disparity between the North and South and portrayed a colonial past.

It is also difficult for the North to understand and grasp the challenges faced in the South when considering the short in-country visits that are customary in these projects. Short-term in-country visits for projects within short funding cycles may be customary, but are highly problematic. They create a facade of research, while in practice, such short visits do not enable partners to learn about the realities of all stakeholders. The literature highlights the challenges of building relationships with partners in a project that only includes a short funding cycle with short in-country visits, thereby thwarting time spent in those crucial social interactions where partners learn from each other and truly express and listen to the voices of

all involved (Koehn and Obamba 2014). One of the participants stated that it was impossible to build a relationship and to know your partner when you are visiting and spending only two weeks a year in the community. Consequently, short-term funding cycles, which are often three to five years in length, are insufficient to learn of the local needs, and to facilitate the voice of all stakeholders. Some of the recommended changes to the model include increasing the length of the funding cycle. This lack of ability for the South to truly express themselves is a lost opportunity to truly hear and understand the realities of all stakeholders. In addressing the second research sub-question, these actions, including short in country visits and short funding cycles, represent elements that impact the facilitation of voice for the south.

There needs to be changes to the current international partnership model, which could be outdated and contributing to outcomes that do not empower the South or provide many tangible benefits for southern partners. Change within the international partnership model, therefore, is needed, steering away from the current paternalistic methods, in order to truly create a two-way flow of information and knowledge (Zezeza 2005). Many of the participants spoke to the need of changing the current development model as they found it outdated and unable to meet the needs of the South. Some commented on how the South often participated in these projects as they saw access to funding, but rarely did they see any changes or anything tangible as a result. Others stated that the model was inefficient and ineffective, but that the South still needed funding and support to be able to continue their research. It was also stated that the current model did not permit the South to be themselves or have their voices fully represented in these international partnerships. It is important to explore other possibilities on how the international partnership model could evolve, in order to facilitate voice amongst all partners, and to help focus on the empowerment outcomes for southern partners during project execution.

Funding model

In theory, the funding model enables concerns and obstacles to be voiced through reports and meetings, as means of providing feedback to the funder. In practice, such channels may not be an effective means of soliciting constructive feedback from southern partners, if the South perceives that voicing negative comments about the project may prevent future opportunities for other funding applications. The funder indicated that if

challenges were being experienced by partners, it would normally be reflected or captured in the reports, which provided valuable feedback. The funder also spoke of the inclusion of community members as board members being a method of including local voices in the partnership. Surprisingly, he commented that he had not found these boards to be overly successful in the past. This was supported by one of the participants who assembled an advisory committee, as listed in the project documents, to empower and facilitate the voice of the southern partners, but stated that they had only met once during the second year of the project. The funder also mentioned that they made available online the information concerning the project and the research results, but as previously mentioned, gaining accessibility to the internet and a stable internet connection are challenging for many of the southern partners. The current international partnership funding model does seem to meet the needs of some partners, but it is evident that changes are still required to the model to improve the facilitation of voice for the southern partner. It is interesting to see whether development models will change in the future to better meet the needs of South, and if the North will abandon its ability to influence or manipulate the relationship to achieve what they want. In the case of the PAPR, all the participants really enjoyed working with the northern funders and appreciated all of their assistance throughout the project, but participants also indicated that the model did require some changes to really meet the needs of the South. It was probably difficult for the South to truly express themselves on this subject as they were still beholden to the North due to funding and would not want to jeopardize any future project opportunities. This statement truly addresses the third research sub-question and describes how the lived experience by the southern partners influenced their ability to freely express themselves within this partnership and possibly future ones.

5.7 Voice suppression

Perception of partnership outcomes

Several examples of voice suppression were provided by northern and southern participants in the PAPR project, which reflected and supported the literature on the topic. Little research has been completed on the representation of voice in international partnerships, which is surprising considering the volume of development activities that take place with southern higher education institutions (Koehn and Obamba 2014). The southern and northern participants also mentioned that they participated in several international

partnerships, including the PAPR project, and yet they found that very little had changed on the ground within communities. The multitude of development projects and the negligible change represented the loss of voice for the communities in need. Many communities have high expectations that these projects will help fix their problems, but participants stated that most communities did not experience any change at the completion of the five-year PAPR project. Southern participants clearly indicated that there was gap in voice and that there was a need for the North to engage more of the locals and southern partners in the setting of policies and goals.

Partnership processes and practices

Voices from the South are suppressed by the internationalization processes created by the North under the label of partnership, which resembles dominating by means of past colonial practices (Jowi 2009). These practices have been applied for several decades. As Said states, the northern culture, often viewed as being superior, influences the voice in the partnership and “*puts the westerner in a whole series of possible relationships without ever losing the upper hand*” (1979, p. 7). Research participants described numerous elements that suggest that southern partners were still experiencing colonial influences in the form of international higher education partnerships, which helps answer the second research sub-question about the elements in higher education partnerships that impact voice facilitation within the partnership. One of the partners in the PAPR project explained that the South might have “*cut off with colonialism*,” but this partner believed that colonialism was still being experienced through these international partnerships. He explained how funding agencies engaged in projects with the South, collected their data, provided reports stating that capacity was built, and then they left. The participant asked how the project demonstrated that capacity had been built, as the relationship needed to continue and the benefits needed to be seen and measured. If not, he believed that the project had missed its agenda and that colonial acts were still there. A northern participant echoed these statements and said that the South was not totally living in a post-colonial era, because the southern communities were giving the most in these partnerships and often came out with the least. These are good examples of Lukes’ third dimension of power as the North continues to influence and manipulate the outcomes of the partnership, reflecting in project reports that they had been successful in achieving their goals with the South, although their ability to voice their disagreement had been impacted. In the case of the PAPR project, the South highlighted that

the southern community objectives of the project were not being addressed and no extra resources had been made available to solve this challenge.

Inability to express oneself

Some of the southern students provided examples of how they felt their voices were suppressed in the partnership. The following examples of various experiences describe the elements within the PAPR project that impacted voice for partners. One participant stated that he had wanted his voice to be heard, but had quickly learned that if it was going to be a problem, he just should just keep quiet, do his work, and get his degree. Another participant said had not been able to express himself and that his voice had been somewhat ignored due to his position and the hierarchy in his culture. He also found that his local knowledge and experience were not taken into consideration by the northern supervisors when it came to his choice of research topic, which would have been more beneficial for his community. He wanted to study park governance models, but was denied and was told to study capital assets. He stated that his supervisors did not have the local knowledge and experience in the subject, and asked for a local supervisor to be a part of his academic team. His request was denied. A northern participant agreed and stated that hierarchy in the South was suppressing the ability of some southern partners to express themselves. These are some examples of the impact and influence of hierarchy and lack of local knowledge on the relationships between the North and the South, which could have real-world, tangible impacts on the southern participants' voice via systematically determining the South's voices and needs as irrelevant and unnecessary.

Lack of succession of planning

The lack of succession planning could be interpreted as a form of voice suppression, since the conditions in which the project was considered completed and successful were solely in the hands of the North. Closing of the project and future planning were topics debated by many of the participants. One of the participants was not sure when the project ended and found it difficult to continue his work. His institution had changed leadership, he had no access to funds to continue his research, and most of the northern faculty that he interacted with were now retired or had changed institutions. Many participants mentioned how they were not sure exactly when the project ended and were disappointed that no project extension or new project opportunities had been discussed in order to continue their work and

research. The lack of a succession plan at the end of the project was a form of voice suppression as the North decided when and how the project was to end, without considering the ramifications for the southern partners. This was not experienced by all the partners in the PAPR project, as collaborations were still taking place between some of the partners, but all partners did admit that no official succession plan was created. Planning for continued collaboration was identified as an element impacting the facilitation of voice for partners and addresses the second research sub-question of this study.

5.8 Voice empowered

Publishing

Voice empowerment, in the context of this research, represents the ability of a participant to express themselves in an environment that will encourage, hear, and respect their voice. Co-authorship in research publications between the North and South is recommended in the literature as a possible solution in facilitating voice in international partnerships. The literature emphasizes that southern partners should be involved in designing research agendas for capacity-building activities, focusing on the needs of the South (Bradley 2007). In addressing the second sub-question of this research study, increased collaboration, co-authorship and publishing was also identified as elements facilitating the voice of the southern participants in the PAPR partnership. These best practices were experienced by some of the southern participants in PAPR. Participants commented on how this project provided them with a rewarding professional development opportunity by improving their academic writing skills. Participants learned of institutional best practices during their visits to other universities within the partnership and gained the confidence to apply appropriate practices within their own universities. Some of the participants also commented that there were several advantages to co-authoring papers with northern academics, who are familiar with the jargon and bureaucracies of publication journals. A participant spoke of the importance of publishing as it represented the voice of the South, and indicated that the South was slowly starting to develop some reputable journals, which in the future, could rival the dominating journals of the North. The northern lead did indicate that several articles were written by the southern students and that several processes had been put in place that were useful for capacity-building initiatives. These statements demonstrated that facilitation of voice in international partnerships builds confidence and exposure for all

partners involved and can be achieved through improved communication, training in publication writing, an introduction to different educational practices. These statements reinforced the need for the South to publish and to have access to publications. In the PAPR project, there were some mixed comments concerning publication training and access to academic journals. The northern partners indicated that students had received training in writing for publication, but that some of the southern partners and students had indicated that they still lacked the skills for publishing. The southern participants were passionate about publishing and explained how it was an important platform for the South to express themselves. The participants also underlined the challenges of accessing funding for the facilitation of publication, indicating that many of the southern institutions could not afford to purchase subscriptions to journals. There were many southern academics that were publishing about Africa in northern journals, but many Africans were not able to access the research due to the cost of retrieving this research. These lived experiences also spoke to the third sub-question of this study and demonstrate how some of the southern partners were more confident in expressing themselves within partnerships, but could use continued support in publishing training and journal access.

Southern academic networks

The continued development of a strong southern network of academics and journals will certainly contribute to the balance of power in international partnerships between the North and South, as the North will no longer hold the position of power over knowledge production. There is an existing research capacity in Africa with well-established networks, but what is required to maintain that network is a sustainable long-term source of funding (Ayuk and Marouani 2007). Several southern participants agreed with this statement, but Southern participant D believed that the southern voice would not be heard if their research was not well organized or packaged. Southern participant D was also adamant that Africa needed to build their own capacity as “*no one will do it for us, Africans need to motivate themselves and drive their own agenda*” and this could only be accomplished if Africans built and developed their own resources. Southern participant A agreed but cautioned that funders needed to continue to provide funding for the sustainability of research in Africa. There seems to be a need for the South to also become knowledge producers in research and development and to build upon its capacity to be a strong southern network of academics and journals, which provide well-sought after research with local knowledge in mind. These

shared experiences by southern participants, describing the value of fostering academic networks and developing their own capacity also speaks to the third sub-question of this study and describes how these experiences influenced their ability to freely and truly express themselves in future partnerships.

A stronger southern academic base could potentially have more influence on local governments and the allocation of resources towards research in international partnerships, which would level the balance of power in the relationship with northern institutions. The northern funder in the PAPR project did mention that they were working with a UK funding agency and South Africa's National Research Foundation in building capacity and exchanging best practices to demonstrate the case for the South's public investment in their own research and development. If Africa was to invest on a par with the northern partners, this would provide the South with a stronger voice and would help to balance the power in international partnerships. With that financial investment into research in the South, it would build the South's capacity to build reputable knowledge production, in ways that people can access, which will help foster a stronger southern voice within international partnerships. Such attempts to encourage the South to invest in its own capacity for research and development would likely generate a strong impact on the first research sub-question, as factors that will influence participants' perceptions of power within North-South partnerships.

It is also important to empower current southern academics to publish in reputable journals, to facilitate voice in the international discourse and to build on the South's capacity as a knowledge-producing network. One participant made a significant statement and said that empowerment was the ability of southern academics to publish in reputable journals since knowledge is power and the ability to publish and be recognized is powerful. In answering the second research sub-question, training and enabling access to publishing was demonstrated as an element in the PAPR project with potential to impact voice for the southern partners.

Inclusive partnership processes and practices

There are best practices recommended in the literature in terms of how to facilitate voice with inclusive processes, but such practices may not be infallible. To truly understand

the needs of all partners, the literature suggested that voices of the suppressed need to be amplified and addressed in these partnerships by jointly writing project proposals, sharing the decision-making roles, involvement in budget decisions, and contributing to the establishment of initiatives to guarantee a sustainable future for the organization and community (Stoecker 2005; Koehn and Obamba 2014; Grant 2016). These approaches were undertaken by the PAPR project, but as demonstrated in this study, did not guarantee that all voices were heard. The northern lead and several of the southern participants indicated that the project took an academic focus and neglected the capacity-building initiatives with communities. One of the northern co-applicants stipulated that the North was empowered in this partnership through the northern project structure. The North did attempt to facilitate the voice of the South with policies and procedures, but the North still carried the strongest voice in the PAPR project as it provided the funding. The proposal was written collaboratively with northern and southern partners and the northern lead did indicate that the agenda-setting process involved all the partners. Northern participants agreed but also indicated that the agenda was heavily influenced by the North and there was more active participation by the sole budget managing institution from the South. Based on the comments and perceptions of participants in the PAPR project, the North and the southern budget management institution had stronger command of voice and more influence over the partnership due to their authority over project funds. In answering the second research sub-question, the lack of certain elements in the partnership structure of the PAPR project, resulted in impacting negatively the facilitation of voice for some of the participants.

Disparity of funding access

In the PAPR project, there was a disparity in funding access amongst northern partners and southern partners, which was influenced by North-centric processes, decision-making, and budgetary control. Several of the participants mentioned how access to funding and education was a source of empowerment for the North. As previously mentioned, one powerful example in the PAPR project was provided by a northern partner, who was conducting his research in the North, observed frustrations from the northern community partner living adjacent to a park, since they were not seeing any benefits or results of the project in their community. The northern participant stated that he applied and accessed other funds to create a website and provided resources to his community as per their request. This was not a lived experience in the South where communities made the same complaints, but

no additional resources were made available for them. It was highlighted many times that the project took an academic trajectory, that there were no benefits to the community and that voice was suppressed. This was certainly the experience for the southern communities, but not for the northern community, who applied and accessed alternative funding in the North. These examples from the PAPR project demonstrate how the northern partner's voice was empowered in the partnership as they accessed extra funds to meet their project goals unlike the southern partners. This experience provided by participants speaks to the second sub-question of the research study as the access and availability of funds to the North represent an element which facilitated their voice.

Example of northern empowerment

It seems that northern partners, with empowered voices, tend to be able to influence project decisions much more effectively during the PAPR project. Penner (2014) suggests that specialized and educated institutions, which in most cases are from the North, have control and dictate the discourse and voice in partnerships, which therefore can influence and impact the desires of the partners. In the PAPR project, a sense of northern empowerment was described by a northern participant who said that if a southern partner did not feel comfortable in voicing something at a meeting, he would speak for them and bring forward the subject for discussion. Another northern participant stated that southern students came from a system where they did not challenge authority or make comments, referencing a hierarchal society. These are example of Lukes' third dimension of power as the North, in their empowered position, have the ability of manipulating or influencing the relationship in achieving their goals in these international higher education partnerships. Conflict is often absent in these relationships between the North and South as the South does not wish to jeopardize future funding opportunities.

Examples of southern empowerment

The PAPR project was considered a successful project by most of the participants, but as many have mentioned during their interviews, there is always some room for improvements in partnership policies and processes. This study highlighted some of the challenges that were faced by the northern and southern partners in the partnership, but also highlighted some of the positive outcomes of the project. One of these positive outcomes includes examples of empowerment of southern participants provided throughout this study.

Brain drain was an identified risk in international partnership, as highlighted by Sayed (2008), with the allure of higher salaries and improved working conditions. This did not take place in the PAPR project as many of the participants indicated that a motivation to participate in the PAPR project was to complete a terminal degree to secure long-term employment with their employers and contribute to their community and country. One of the southern participants stated that he was empowered as he had received his education outside of Africa and was now able to educate the next generation of students in his country. A southern participant campaigned with the North to take the lead in knowledge mobilization for his research community. The southern participant was granted his request and received funding to proceed with traveling to the community to host information sharing sessions. The student described how he felt empowered by the support of his supervisor and the ability to address this challenge. The South has significantly increased its access to education and knowledge, provided and produced from the North and the South. As a result, these lived experiences by the southern participants has enabled the empowerment of their voices, influencing their level of participation in future international partnerships.

The third dimension of power, as described by Lukes, was analysed in the analysis of the qualitative data that was collected. The third dimension of power describes how the Powerful can manipulate the Other to do something they might not actually want to do by influencing, manipulating or changing what they want without visible conflict. Lukes describes how people who hold power are those who can create a false perception and convince the Other of what they want. When people occasionally act freely in what seems to be the opposite to their own interest, the third dimension enables the Powerful to influence the Other to act as the former wishes, without force or conflict, by providing a ubiquitous system of belief or fabricated perception (Lukes 2005). The data and analysis allows me to propose in a highly tentative way some building blocks to understand the mechanisms through which Luke's 3rd dimension of power operates within South-North HE partnerships. Key factors identified in my research included the historical legacy of colonialism which maintained a sense of western superiority in relation to knowledge; project funding and northern-centric systems, policies and reporting procedures. These key factors above can be classified as mechanisms reinforcing beliefs; mechanisms deploying structural constraints on action which embed power, and audit and regulatory mechanisms which channel meanings and legitimacy.

As previously discussed, power theorists focused on the observable conflicts in relationships and the intentional dominance of a group over another. This may not always be the case in many higher education partnerships, such as the PAPR case, with all the participants declaring altruist motives for partaking in this capacity building project. For this reason, Lukes' work on power is valuable because it examines the various dimensions of power including invisible use of power but can also be applied to expose the unintentional use of power. The unintentionality of the use of power is not specifically mentioned by previous theorists, but should be considered an important contribution to the theory of power. The implementation of the above-mentioned mechanisms that were developed over time, engrained in past colonial practices, reinforces the unintentional power position of participants in higher education partnerships. These unintentional power positions created by these highlighted mechanisms were not only experienced between the South-North partners, but as demonstrated in this study, were also experienced between the South-South partners. Consequently, Lukes' third dimension of power could be further expanded to include the intentional and unintentional use of power, which impact the flow of power between participants in higher education partnerships. The use of Lukes' third dimension of power allowed to uncover a different reality of higher education partnerships through the previously mentioned mechanisms that are at play in these complex relationships.

Chapter 6 - Conclusions

6.1 The study

The purpose of this research was to gain a better understanding of the influence of power on the facilitation of voice in a capacity-building partnership involving higher education institutions from the global North and global South. The Protected Areas and Poverty Reduction Canada-Africa Research and Learning Alliance (PAPR) was an international partnership involving universities, community partners, non-governmental organizations and government agencies from Canada, Ghana and Tanzania. The PAPR project was a highly-regarded project by most interviewees who participated in this study. This partnership was a fitting case study for this research as it included multiple countries and various cultures with different expectations. This research examined the perception of power between the different cultures and how it influenced the ability of the various partners to voice or freely express themselves in their relationships within an international partnership.

This study asked the central question, “What are the factors that influence voice in higher education partnerships between the global North and the global South?” This research question attempted to respond to the research gap that was identified in the literature; the lack of research on the facilitation of voice for southern partners in higher education partnerships. The following sub-questions assisted in answering the central question:

Research question 1

- What factors influence participants’ perceptions of power within North-South partnerships?

Research question 2

- What are the elements in higher education partnerships that impact facilitation of voice for all partners?

Research question 3

- How do the lived experiences of higher education partners influence their ability to freely and truly express themselves within the partnership?

The following section will conclude to what extent these questions have been answered, including positive contributions of the PAPR project, insights into the leadership of international partnerships, the impact of the distribution of funding on South-South relationships and the facilitation of voice for all partners.

6.2 Key findings

6.2.1 Positive contributions

Participants were motivated to discuss what they considered to be the biggest accomplishments of this partnership. The capacity-building initiatives that took place in the PAPR project were highlighted by participants as the greatest success of the partnership: the PAPR project resulted in five southern faculty members, one community member and one northern participant completing their PhD degrees. The southern participants mentioned how these opportunities are rare in the South; unless you have wealthy parents, this partnership was the only way to complete such a degree. They expressed how this opportunity had afforded them job security in a precarious environment and had provided them with the ability to share their knowledge and research with other Africans. The faculty shared some personal accounts of contributions and impacts they had made with their institutions and communities through their research, teaching and capacity-building activities. Some participants mentioned that this experience had increased their confidence in their roles, while other participants were promoted within their organizations. Everyone increased their research activities and publications. These are all examples of the facilitation and strengthening of voice that was fostered in this partnership and how it has empowered southern participants within their respective universities, their communities and academia at large.

The new, lasting relationships formed between academics and institutions during this partnership were another highly-reported benefit of this project. Continued collaboration with the North on other projects and newly formed South-South collaborations have taken place since the partnership has ended. The PAPR project has provided the southern institutions the opportunity to collaborate with others in the South, which would not have been possible without funding from the North. Southern institutions had been seeking other venues to fund their projects, but it was highlighted that the lack of resources had been one of the biggest challenges of partnering with other southern institutions. Increasing South-South collaborations has the potential to build capacity for southern institutions and academics to strengthen their voice, thereby challenging some of the power imbalances between the North and South.

6.2.2 Perception of leadership

The theme of leadership was not discussed at length in literature but was often mentioned by the participants of the PAPR project. Several comments made by the participants on the leadership of the project contributed to the unique findings of this research. The PAPR project was conceived collaboratively between northern and southern partners and a governance model was created, detailing the leadership structure of the project to promote transparency in the partnership. Several of the identified best practices to assist in facilitating voice in international partnerships were applied in the PAPR project, such as collaboratively writing the proposal, sharing of the budget management and inclusive communication. These practices assisted in alleviating some of the power imbalances in the partnership, but did not necessarily create an equitable environment for all participants to express themselves. Regardless of the leadership structure in place, southern participants still viewed the North as the leaders of this project since the North was providing the resources for the project. This was an unexpected result in this study considering the steps that were taken to create an equitable environment to facilitate the freedom of expression of all partners.

The leadership in the PAPR project might not have been aware or prepared for the significance of hierarchy in the southern culture. The leadership also might not have considered their southern partners' perceptions or expectations of the partnership. These perceptions and expectations could have been heavily influenced by their past experiences with the North in international partnerships. Various powerful comments made by southern participants, such as *'having to abide by the North out of colonial respect'* and *'accepting the fact that the North has ultimate control as they were supplying the funds for the project'*, reflect the lasting impact of the southern partners' past experiences in international partnerships. As a result, this made it difficult for the northern leaders to create an equitable environment for all partners. Consequently, the South would continue to do what the North required to access funding opportunities. These dynamics place the South in a passive position that imitates past colonial practices. Therefore, the enduring hierarchical culture of the South and the North's control over funding, continues to influence the southern participants' perception of power and leadership and suppresses the southern partners' voice within their partnership with the privileged North.

6.2.3 Changes in funding model practices

In addressing the power imbalance caused by funding, the northern funder provided control over the funding to one of the southern partners in the partnership. Despite the good intentions of the northern funder, this new funding practice caused some challenges between the southern partners and leaders in the PAPR project. This action placed the southern partners in a subservient position to the budget controlling institution in the South. The North's lack of local knowledge, lack of understanding of hierarchy in the South and various cultural differences between the southern partners may have contributed to this misstep. This was a unique finding to this study, as new and emerging funding practices and their impact on the various relationships between North-South and between South-South partners are rarely mentioned in the literature. This presents an opportunity for future research to continuously improve international partnership best practices and strengthen the facilitation of voice for all partners.

6.2.4 Facilitation of voice

The North attempted to facilitate voice for all the partners in the PAPR project. As previously mentioned, they established a governance model, hosted in-country visits and had regular inclusive communication between partners. When certain participants expressed their disappointment or frustrations within this partnership, some believed their voices were simply ignored. The expectation of a breakdown in communication between the northern and southern partners may have been a bias of the investigator, as it was an unexpected result that it also took place between northern partners and between southern partners. Some of the northern partners chose to leave the project when the governance model was not being applied and a breakdown in communication took place. This could indicate that the northern participants were in a powerful position as they had the option or were able to leave the project with little fear of repercussion. The opposite could be said for the southern participants, who could be in a precarious position, as none left the project. As mentioned by southern participants, this project afforded them rare capacity-building opportunities which were providing them with potential career advancement and security. All participants did not believe the North or the South had any malicious intentions, rather they were simply working within an inflexible system that was incapable of meeting the needs of the project.

6.2.5 Northern and southern perception of the PAPR project

The North is confident that the project was a success based on the outcomes of the partnership and the lasting relationships that persisted after the completion of the project. The northern partners are still collaborating on various projects with some of the southern partners to this day. The northern partners also applied several of the recommended best practices from the literature to create a more inclusive and equitable partnership. The North also highlighted some of the shortcomings of the project which included the lack of involvement of southern academics in the supervisory teams, the need for increased engagement of some of the partners, and possibly an improved governance model. Addressing poverty reduction for people who live adjacent to parks was one of the project's applied objectives that was not achieved. The northern participants admitted they could have done more to address this objective and reflected on approaches to project management processes to tackle such challenges in future partnerships.

The South also considered the PAPR project a success. Many of the participants were happy to have had the opportunity to complete a PhD degree, providing them with a sense of security. Southern participants expressed their disappointment in their inability to help address the shortcomings of the project, which included addressing poverty alleviation for communities living adjacent to parks. Southern participants indicated that communities who are always contributing the most to research projects, did not, once again, receive any benefits from the partnership. Southern participants judged that longer-term funding cycles, succession planning, flexible funding models, increased training in publishing and access to journals were other topics not sufficiently dealt with in the PAPR project. Overall, the southern participants were happy to indicate that they are continuing to collaborate with the northern partners on other projects. They were also grateful for this opportunity to collaborate with other African institutions, which they admitted would not have been possible without the PAPR project funding. The southern participants also indicated that they are currently collaborating on other projects with other southern partners.

6.3 Contribution to literature

This study examined the factors that influence voice within higher education partnerships between the global North and the global South. Participants' responses were

analyzed through a power lens based on the third dimension of Lukes' theory of power (Lukes 2005). This theory speaks to the ability of the Powerful to manipulate the Other to do something they might not actually want to do or to act in ways that are contrary to their own interest, by influencing or changing what they want without visible conflict (Lukes 2005). This theory was applied to the PAPR partnership to examine if the North was imposing its own systems of beliefs on the South and suppressing the voice of the people they wished to assist. Most of these partnerships are instigated in the North, which further engrains the perceptions of power, leadership and the assertion of the northern voice in the relationship. Lukes (2005) describes how people who hold power are those who can create a false perception and convince the Other of what they want. This study demonstrated, in the case of the PAPR project, that the Powerful, the North, was able to manipulate or influence the Other, the South, not through visible conflict, but rather through project funding, northern-centric systems, policies and reporting procedures. Therefore, the concept of Lukes' third dimension theory of Power was in action, without malice or ill intent, in the PAPR project, but was rather present due to current northern international higher education partnership models.

In particular, there are four main areas in which this research study contributes to literature: leadership development; relationship development and collaborative proposal writing; outdated partnership management models; and funding models. From the perspectives of these four areas of focus, the following section will discuss how this study can contribute to the existing literature and offer potential practical applications that could influence policy and practices in higher education international partnerships between the global North and South.

6.3.1 Leadership development

Within the literature, there was little to no discussions about leadership training and development for higher education partnerships between the North or South. There is often an expectation, within such partnerships, that northern leads are equipped with such skillsets.

This study provided an insight into the impact of power, represented by the various leaders of the PAPR project, on the facilitation of voice for all the participants in this partnership. The PAPR project demonstrated the value of a respected leadership team with the skills necessary to navigate the complexities of large international higher education

partnerships. As mentioned in the literature, this is not always the case in these partnerships. This study evidenced the need for further research into the role of faculty in these international partnerships, their expectations, and the skill set required to lead such partnerships. This research is significant as many of these partnerships operate in countries with vulnerable populations and with partners who are often indebted to another. Therefore, further research could provide leaders and participants with an insight into required training and skills to ensure the facilitation of voice for partners, thereby contributing to the success of future partnerships.

6.3.2 Relationship development, collaborative proposal writing, and dated research and funding models

In terms of relationship building and collaboration, the research findings are in support of the literature. Relationship development in the early stages of the project was identified in this study as crucial to the success of the partnership. This research demonstrated the potential of extending the short in-country visits during the proposal writing to gain a better understanding of the needs of all partners and to identify the problems from the various points of view. Too often, the challenges are identified from a theoretical point of view, which frequently happens in these projects due to time restrictions imposed by academic and research structures.

As a contribution to the literature, the research findings suggest that there may need to be a focus on the dated northern research and funding models, which seem to restrict input and facilitation of voice of the southern partners at the start of the relationship. Time and funding, especially at the beginning of the project, are vital in forming and building relationships with partners in collaboratively investigating research opportunities and formulating proposals to ensure that input is provided by the North and the South. Yet, the northern research and funding models may not enable such time and budget to be applied to early relationship building and collaboration opportunities. This is only one of several examples that were provided in this study that demonstrate how the North continues to impose its North-centric development knowledge through its funding models and capacity-building projects, which further engrains the power and influence of the North.

6.3.3 Outdated partnership management processes

The challenges of outdated project partnership management processes are discussed in the literature and the relevance of North-South funding models is questioned. This was supported by participants in this study who indicated that current funding models were inefficient in the case of Africa, as the continent had received significant investments over the years and yet very little had changed.

As a contribution to literature, the study results provide a platform to explore a different project management model. As research participants recommended, an alternative model of funding universities and researchers based on professional experience, meeting project outcomes and the resulting impacts of the research instead of granting funding allocations to universities and researchers with only academic experience and high completion rates. This approach has the potential to address the fact that many completed projects in the South were fulfilling the research needs of the North, but were not meeting the needs of the South and its communities. Therefore, further longitudinal research would be required on testing different approaches to funding international higher education partnerships to ensure meeting the needs of all partners.

6.3.4 Funding models

Control over project funding influences the power dynamics in partnerships and makes it difficult to create an equitable environment if one partner is indebted financially to another. In the South, there is an ingrained belief that power and funding are intricately linked but this is not the case in the North, because control over funding, in the northern context, has little significance in research collaborations and partnerships. It was expressed in this study by southern participants that the South should take ownership of the development and capacity-building discourse and that Africans needed to motivate themselves and drive their own agenda. Currently, Canadian, British and African funding agencies are collaborating in fostering peer-support learning in building capabilities and exchanging best practices to assist southern funders in demonstrating the case for public investment in research and development. This initiative speaks to some of the identified shortcomings in the literature concerning the South's lack of resources and control over funding. As previously mentioned in the literature and by participants in this research, voice is still more

powerful for the North as they provide and control the funding. In future collaborations, the voice for the South could be facilitated with control over the funding of their own development assuring that their needs are expressed and addressed. If the South increases its capacity to provide funding in future partnerships, this would place the South in parity with the North. This would create an equitable environment for all partners, addressing the power imbalance related to funding and resulting in equal facilitation of voice in the partnership.

6.4 Implications for further policy and practice

Based on the results of this study, the following section will propose recommendations to improve higher education international partnership management research, policies and practices.

6.4.1 Different approaches to funding

The literature states that current international partnership models and the funding mechanisms are outdated and have not evolved with the impact of globalization on higher education. This study showed that changes are taking place in current practices and some models are striving to create an inclusive and collaborative environment for all stakeholders. As experienced and demonstrated in the PAPR project, simply implementing changes, such as jointly written proposals, extensive communication and dividing of the budget between the North and South were not sufficient to facilitate the voice for all partners and to avoid some of the common challenges faced by the stakeholders. In addition to financial reporting training for partners, improvements to the model could include cultural and communications training with extended funding made available for prolonged in-country visits for all partners, to gain a better understanding of each other's context. This would address some of the challenges that were identified in the PAPR project, such as the North's lack of local knowledge and understanding of the southern environment and the onerous northern reporting systems.

Some of the southern participants believe the North had the right intentions, but the North's lack of local knowledge and culture by dividing the funding, created a power imbalance in the South, which fueled many of the challenges faced by partners. Giving

control over funding to the southern partner and providing some flexibility with expenditures were identified as a capacity-building opportunity and a positive change to the existing common funding model. Based on the results of this study, if multiple southern partners are involved in a partnership, funds should be divided among all partners creating transparency, empowering more people with control over their budget and eliminating the perception of unfair money distribution from within the project. The sharing of control over funding in the southern context represents an equitable distribution of power and could foster an environment that facilitates voice for all partners.

6.4.2 International partnerships and collaborations

To facilitate voice for all partners, a collaborative environment needs to be created by the leadership team of the project. This is frequently mentioned in the literature and was adamantly supported by the participants in this study. Facilitation of voice would include shared and equal representation of leadership of the North and South and an inclusive involvement of partners in the writing of the proposal, goal setting, mobilization of funds, agenda setting and the development of a comprehensive governance model. PAPR participants expressed the value and necessity of a governance model that would express clear expectations developed by all partners and would be mutually accepted with the expectation of sharing responsibility for the outcomes and results of the project. As demonstrated in this study, the funder can provide management skills that academic researchers could be lacking. In such large collaborations, an external agency should be considered to manage the project to increase transparency and efficiency. This would avoid any of the challenges that were faced by the various leaders in the PAPR project with one southern institution responsible for the southern budget.

Short term or single funding cycles in capacity-building projects can be ineffective in facilitating voice for partners. Development and capacity-building partnerships often attempted to tackle complex issues that required extensive engagement with partners and communities to build relationships and gain trust, which could not be addressed with short-term funding cycles. Relationship and trust will influence the frequency and depth of voice in a partnership and impact the perception of power by partners. For partnerships to really be effective, it was recommended that multiple and renewing funding cycles, longer term

commitments by all partners and a flexible partnership model could better address the changing needs of partners.

6.4.3 Equal benefits within partnerships

Staff replacement and release time benefits should be made available to all partners and should not only be a luxury afforded to the northern partner. This is not a common practice in the South but would have greatly assisted the southern partners with their assigned tasks.

The opportunities and volume of travel by the northern partners to the South, and the lack of reciprocating opportunities for southern partners created negative perceptions in the partnership. One participant questioned if it really was a partnership, when all the traffic seemed to be going one way and mentioned that it mostly seemed to be people from the North going to the South, providing great travel opportunities for the northern participants. This only strengthens the resource disparity between the North and South reinforcing northern privilege and mimicking a colonial past. In the PAPR project, however, many of the southern partners had the opportunity to travel to other partner institutions. Participants stated that much learning was accomplished during their stays abroad and when appropriate to their local context, they had implemented in their institutions some of the best practices they had experienced at foreign institutions. This is an improvement over the North simply trying to implement their processes and policies resulting in hegemonic practices. Dividing travel opportunities between northern and southern partners creates an equitable environment and contributes to the global education of the southern partner, inspiring confidence amongst southern partners and contributing to the facilitation of voice for the South. Sharing resources in an equitable way will provide an opportunity for partners to increase their engagement and voice in the partnership with the afforded release time and newly acquired knowledge of local context impacting the perception of power within the relationship.

6.4.4 Leadership and Training

This study wanted to determine if the impacts could be minimized if partners were informed or educated on local knowledge and customs of the various partners and determine

if specific cultural and international partnership management training would assist in this process. As previously mentioned, researchers and academics often lack project management skills as their area of expertise focuses on teaching and research. The PAPR project was very fortunate to have a northern lead who was praised by all participants for his management and communications skills. Still, as one participant indicated, many projects are not so lucky to have a capable project manager as part of the team, and “*frankly many academics don't cut the mustard.*” All participants agreed that extensive and various training, based on the needs of the project, should be offered as part of international partnerships. Training would include project management and logistical skills, cross-cultural skills and communication skills. Some of the southern partners indicated that they believed the North perceived Ghanaians and Tanzanians as sharing the same culture. Such misconceptions can lead to cultural missteps that damage the relationship between partners. Training could have helped to alleviate some of the challenges that were faced by the leadership team and the partners, considering the number of countries and cultures that were involved in this partnership.

6.4.5 Local knowledge

Academics and researchers often view the South through a northern lens. Northern academics also tend to lack local knowledge that is crucial to the success of any development and capacity-building project. Different initiatives were mentioned and promoted in the PAPR project as opportunities to support and promote voice for all partners. This study demonstrated the value of cultural exchanges when Canada's First Nations met the African partners and expressed how both cultures have strong oral traditions and told stories to each other creating a different and stronger bond than was created with the northern academic partners. This example speaks to the value and necessity of investing time and resources in relationship-building. Better understanding of how to hear, comprehend and process the voice of southern partners and respecting the importance of oral traditions will impact the effectiveness of partnership communications.

The establishment of centers of excellence in the south was not mentioned by participants, but was identified in the literature as a vehicle to help promote South-South collaborations and facilitate the voice of southern academics. Many of the southern participants wished that the project had focused more on training to publish and had

continued to fund opportunities to research and publish, since this type of exposure for southern academics to express themselves is powerful in the southern context.

There is a need to improve strategy and succession planning in international projects at the end of the funding cycles. Southern participants mentioned the harmful impact created by northern partners who abandon their southern partners at the end of a project. This type of action fuels the perception of the North extracting what they need from the South, perpetuating past colonial practices. To address this challenge, a partnership model should include a legacy strategy that respects the voice and the work accomplished in the partnership. The legacy strategy could take several forms, including the translation of the project results into various appropriate languages, making it available in different formats based on the audience and establishing possible future collaboration opportunities to continue to facilitate voice for the partners. Respecting and accepting the South's discourse, and how they choose to express themselves will give credence to the southern voice, which impacts the perception of power in the relationships between southern and northern partners.

6.4.6 Gender representation

Gender was not equally represented in this study. The lack of representation of voice by women in the South was evident in this study, as there were no southern academic female participants in this project. It was mentioned that there had been some improvements with the representation of females in the southern higher education system, but it was also clear that it was still a male-dominated industry. As a result, the only academic female voices that were heard and analyzed as part of this research were from the North. If there had been representation of southern women in this project, it would have been interesting to hear of their perception of power in this partnership and how it impacted their ability to express themselves in comparison with the southern male participants.

6.5 Future direction of research

6.5.1 Faculty as leaders

A lack of research on the changes of the faculty role in international partnerships was also identified in the literature and in this study. Leading an international higher education partnership requires a certain set of skills, which some academics may fail to possess. Faculty

are expert researchers and not necessarily experts in project management. Therefore, to have a complete understanding of the role of the faculty member as a leader in these complex international partnerships, further research on essential skills and training for faculty and leaders of international collaborations is required. Possible training topics for both northern and southern faculty could include cultural training, financial management training and project and governance management training. Also, to consider for future research, are the northern-centric academic practices led by faculty, such as, research methods, reporting mechanisms and processes which tend to be standard and structured. This fails to take into consideration cultural forms of communication and sharing voice from southern partners with a preference for telling stories orally, which for them provides greater meaning. This focus on oral traditions of the South and the cultural preference for written reports by the North is also mentioned in the literature and was further supported by this research. Exploring diverse research and project-reporting structures that would still meet the rigor of the required northern reporting systems could provide a more conducive environment to facilitate the voice of the various southern participants.

6.5.2 Funding

This study has identified some shortcomings concerning the South's lack of resources and control over funding. As demonstrated as well in the literature and this study, voice is still considered more powerful for the North as the providers and controllers of funding. Changes to the models are starting to emerge in practice with the control of funding being divided between the North and South, with the South controlling its portion of the funds. It would be valuable to study and research the impacts of the changes to the funding models that are proposed in this study and are currently taking place. Can the transfer of control of the funds to the South impact the perception of power in the relationship considering that the funds are still being provided by the North? It was also suggested that if the South can provide funding in future partnerships, that this would create equity, address the power imbalance related to funding and empower the voice of the South in the partnership.

The above-mentioned proposed changes to the funding models of international partnerships provide an opportunity for future longitudinal research on the impacts of the perception of power within these partnerships and its influence on voice. Further research

could also demonstrate how it will impact the historical relationship between the Powerful, the North, and the Other, the South, in higher education international partnerships.

6.5.3 Longitudinal study

There is a lack of research and critical analysis on the impact of short-term and long-term funding cycles in North-South partnerships to support the refining of approaches. It was also identified that partnership research in the African context is practically non-existent and increasing research activity on the continent had created an opportunity for researchers. There is a need to further research the facilitation of voice in successful partnerships. Defining what would represent a successful partnership can prove to be challenging and would require a longitudinal study as the impact of capacity-building projects can only be truly measured over an extended period. I believe conducting a longitudinal study on the PAPR project would provide significant input on the long-term impact of international higher education partnerships. It would be valuable to see if the PAPR partnership has provided southern partners with other opportunities and if it has further impacted their voice, altering their perception of power between the North and South.

6.5.4 Northern and southern representation on supervisory teams

The supervisory teams of southern students in the PAPR project only included northern academics. When questioned if southern supervisors would have impacted the student experience or if it would have contributed to the students' ability to express themselves in the professorial and student relationship, northern and southern participants presented opposing responses. The North believed that having a southern academic as part of the team would probably have positively impacted the student experience by adding local context and knowledge to the team. The southern students believed that this would have complicated the experience as the northern and southern academic systems are so different and the academic workload of southern faculty is quite substantial compared to the northern faculty, which would impact the southern faculty's availability to support the students. It would be interesting to study if a mix of northern and southern representation on a supervisory team would influence the southern students' perception of power and improve the facilitation of voice.

6.5.5 Gender representation in southern higher education institutions

The lack of involvement of southern female academics was also identified in the PAPR project. With the increasing number of women in the South becoming academics in a male-dominated profession, it would be valuable to research how women's voices are being facilitated in the southern higher education system, what challenges they may face, and how this influences the perception of power in academia.

6.6 Reflections and closing thoughts

My decision to research higher education partnerships between the North and South was both professional and personal. I am currently working for an institution that has a strong focus on international opportunities and I wanted my research to provide an insight into how to improve the outcomes of partnerships between the North and South. My research was also timely, as I had just recently become involved in a three-year capacity-building and curriculum development project with a partner institution in Tanzania. It may sound like a cliché, but this experience was truly life-changing. I feel very privileged to have had the opportunity to travel to thirteen different cities, across five countries, meeting with twenty-six people, who shared their personal experiences and insights into the PAPR project, and which for most, was very impactful on their lives.

In my research, focusing on the North and South, I presented the northern perspectives prior to sharing the southern perspectives of participants. This was done purposefully for two reasons. First, I was representing the current language used in research today, which I do recognize, is influenced by the North. Second, for my case study, I believe it was important to present the northern perspective first, as the North funded the project and provided the policies and structure of the partnership. As per Lukes' third dimension of power, which describes how the Powerful can manipulate the Other to do something they might not actually want to do by influencing, manipulating or changing what they want without visible conflict, I wanted to first introduce the northern perspective of participants, in this case the Powerful and then present the reaction or responses from the southern perspective of participants, the Other. As previously mentioned, one surprising findings in

my research was the uncovering of a Powerful and Other dynamic between some of the South - South relationships.

As indicated in my research, often the North complete their research in the South, but the results are not always shared or made available for public consumption in the South. Accordingly, I will be sharing the results of my research with all my participants in this study and I do intend to return to the African continent to present at conferences.

It is difficult to disagree with one of the participants who stated that money is the root of all evil in development work, as many of the challenges that were identified in this study were linked and rooted in the access to, and control of, funds. Despite the best intentions of the North in providing a collaborative environment in the PAPR partnership, I was surprised to learn that the southern participants still perceived the North to have more power in influencing and manipulating the partnership because they provided the funds for the project. This feeling was reinforced when one participant mentioned that they followed the North's lead, out of colonial respect. Challenges and best practices in international partnerships between the North and South have been discussed in the literature for decades. These suggested changes and practices are very slowly being implemented in international partnerships and further studies are required to continually improve partnership processes to strive towards equity for all involved.

Newly created centers of excellence and African academic networks is, in my opinion, a step in the right direction. This will assist in the facilitation of voice for the academic communities in Africa, providing support systems and mentoring opportunities for young or new African academics and promoting South-South collaborations. The control of project funds is discussed at length in the literature and was a significant topic in this study. As demonstrated in this study, until southern partners have the capability of investing financially in a partnership, I believe the southern partners' voices will be stifled as they will still perceive a power imbalance in the partnership. The African partners in the PAPR project, even when sharing the management of the partnership listed in the project documents, still found it difficult to assert themselves or to find their voice in the partnership as the North was funding the project, further instilling the perception of power imbalance. To break their dependency on the North, it is important for the South to ensure that capacity-building projects continue to strengthen their higher education capacity, to increase their research and

academic activities, and to build their funding capabilities for international projects. From a global perspective, this will contribute to valuable insight into southern research and provide a discourse that is not filtered through a northern lens.

To conclude, the training of academics and partners, increasing the time spent in collaboratively writing project proposals, building governance models, and forming relationships are the most important best practices suggested in the literature and were confirmed by the result of this study. Training will reduce potential cultural missteps in the partnership and collaboratively applying for project opportunities will provide transparency and will assist in building a stronger, more professional and flexible relationship between northern and southern partners. I am thankful for this opportunity to have studied and researched the topic of international collaborations which will significantly influence my role in future partnerships.

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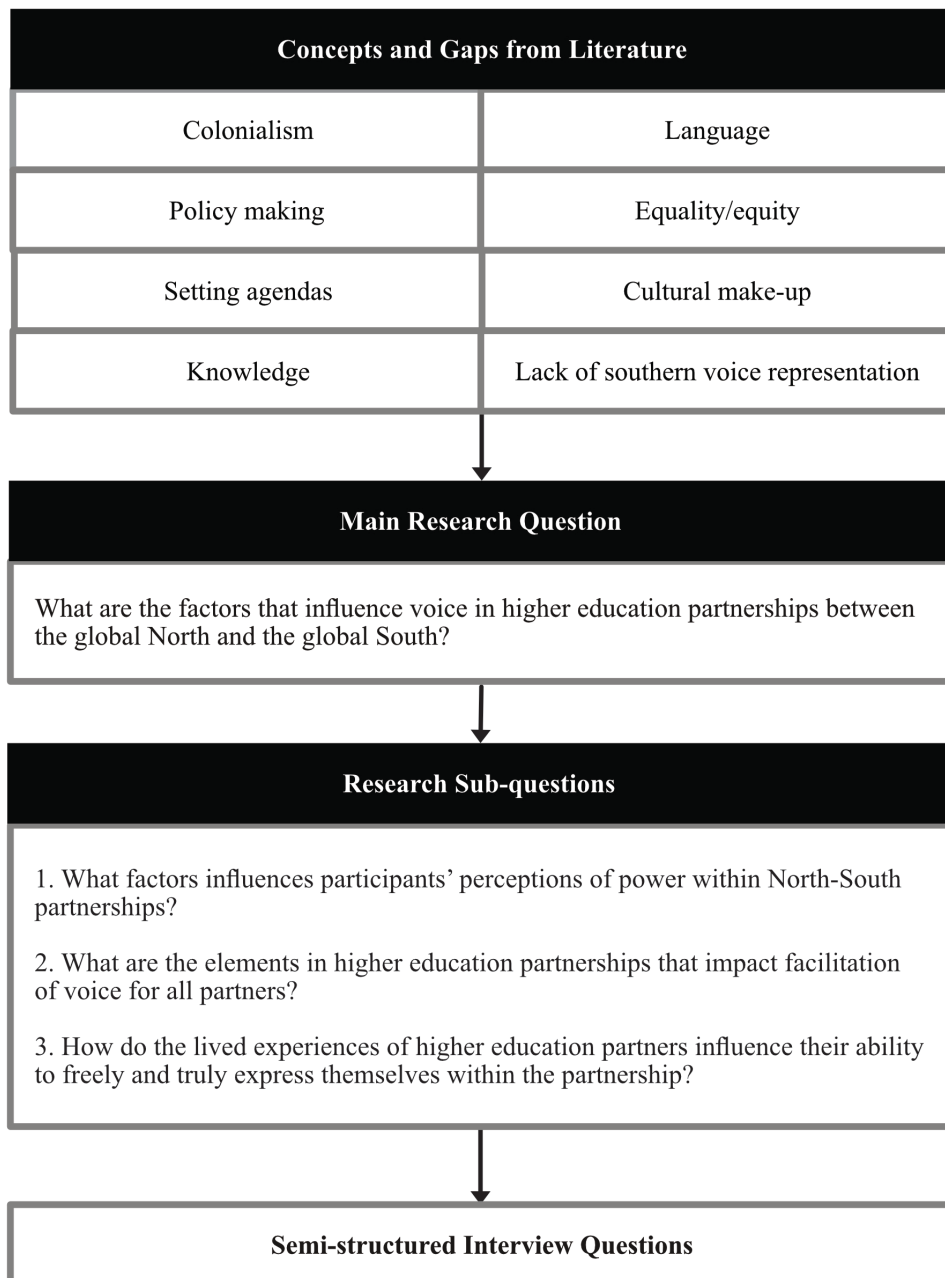
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Appendices

Appendix A: Roadmap to the Creation of Interview Questions

Roadmap to Interview Questions



Appendix B: Interview questions

- 1) What was your role in the partnership?
 - What were your expectations of this project?
- 2) What are your feelings about the partnership and how it evolved?
- 3) Who were the leaders of this project?
- 4) Was there any type of training that took place prior to this partnership? (cultural? Technical? Funding agency processes?)
 - Further explain?
 - Who was involved?
- 5) Can you tell me how the project agenda decisions were made for the partnership?
 - How were budget decisions made for the partnership?
 - Can you describe the process and were you involved in any way?
- 6) What was done to facilitate communication within the partnership?
- 7) Were there any problems in the project?
 - Can you provide an example?
 - How did you deal with these challenges?
- 8) Were you able to share your comments, ideas and opinions in the project?
 - Can you provide some examples?
- 9) What do you think was the project's greatest success?
 - What was your role?
- 10) Were any of the goals of the project unsuccessful?
 - Can you tell me about it?
 - How did you handle the situation?
- 11) How has this project impacted you personally and/or professionally?
- 12) What were the impacts of this project on the communities?
- 13) If you were the leader of such a project in the future, what would you do different?
- 14) Would you like to add anything else?

Appendix C: Guba's Model of Trustworthiness

Confirmability and Research Process

Guba's model of trustworthiness

Credibility, transferability, dependability and confirmability applied throughout research process

1 Research proposal

Presented research proposal, networked, and collected feedback at an Atlas Africa conference in Kenya.

2 Selecting a partnership

Selected a higher education international partnership.

3 Two ethics applications

Ethics applications with Bath University (Britain) and Vancouver Island University (Canada).

4 Inquiries for participation

Recruited potential participants from Canada, Ghana and Tanzania.

5 Interview questions

Interview questions based on concepts that emerged from the literature review.

6 In-person interviews

Interviews with participants at their respective institutions in three countries.

7 Reflection and privilege

Reflective practices and journal of notes during data collection.

8 Transcription

Interviews transcribed by a professional service. Reviewed and confirmed by researcher.

9 Sent to participants

Transcribed interviews sent to participants for review and amendments, if required.

10 Thematic and inductive

Thematic approach for data collection, from an inductive lens and framework.

11 Coding

Codes developed for the analysis of the interviews and the project documents.

12 NVIVO

Transcribed interviews were analyzed for emerging themes using NVIVO software.

13 Further questions

Researcher contacted participants during writing of findings, if clarifications were required.

14 Thesis to be sent to participants

Copy of completed thesis will be sent to all of the participants.